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A Summary of Activities in Tennessee Under Title I of the Higher Education Act of 1965. Second Progress and Evaluation Report.

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An evaluative and historical report is presented of 38 university extension programs proposed in Tennessee during Fiscal Years 1966, 1967, and 1968, under Title I (Higher Education Act of 1965), together with a list of 13 programs completed prior to June 30, 1967. The University of Tennessee, East Tennessee State University, Memphis State University, Tennessee Technological University, and 14 other colleges and universities are represented by a total of 87 program involvements in such areas of community action and service as professional continuing education, leadership training and updating of municipal officials, identification of community problems, public health education, urban planning and development, law enforcement, regional economic development, youth opportunities, guidance and counseling, and training in adult education. Recommendations and explanatory comments on scheduling of Federal appropriations, new sources of revenue, development of institutional capacity, problem identification, program development and activity, communication with adult lay leaders, evaluation procedures, and indirect cost determination are offered by the State Agency for Title I as a plan for future action. (ly)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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munity Service and Continuing Education Programs

SECOND PROGRESS AND EVALUATION REPORT

A Summary of Activities in Tennessee
under Title I of the Higher Education Act of 1965

STATE AGENCY FOR TITLE I
The University of Tennessee
DIVISION OF UNIVERSITY EXTENSION

November 15, 1968

AC003747

SECOND PROGRESS AND EVALUATION REPORT

A Summary of Activities in Tennessee
under Title I of the Higher Education Act of 1965

Compiled by the
State Agency for Title I
(The University of Tennessee)

and

Presented to the
State Advisory Council

An Historical and Evaluative Report of Fiscal Year 1966,
Fiscal Year 1967, and Fiscal Year 1968 Programs:
July 1, 1967 to June 30, 1968

November 15, 1968

TITLE I OF THE HIGHER EDUCATION ACT OF 1965:

ORGANIZATION IN TENNESSEE

State Agency for Title I--The University of Tennessee

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Fiscal Control of the Program

Mr. Harold B. Whitehead, Director of Finance

Administrative Control of the Program

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Dr. Nolen E. Bradley, Director, State Agency

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Mr. James Tipton, Jr., Executive Director, Tennessee County Services Association, Nashville

Dr. Andrew P. Torrence, President, Tennessee Agricultural and Industrial State University, Nashville

Mr. J. Howard Warf, Commissioner of Education, Nashville; Chairman, State Board of Education

Dr. James S. Wilder, Jr., President, Lambuth College, Jackson

INTRODUCTION

Title I Programs

Since July 1, 1967, the State Agency staff for Title I of the Higher Education Act of 1965 has been busy in the administration and development of continuing education and community service programs under the Tennessee State Plan. Many of the twenty-one proposals approved in the fiscal year 1966 annual program amendment and the twelve proposals approved for the fiscal year 1967 annual program amendment were still in progress during fiscal year 1968.

As was mentioned in the 1966-1967 progress and evaluation report, the fiscal year 1968 annual program amendment was developed and submitted to the United States Office of Education on June 30, 1967; it was officially approved in Washington on August 23, 1967. The State Agency recommended that eighteen proposals be approved by the State Advisory Council for FY 1968 federal funding. All of these proposals were approved on the 50-50 matching basis. The first fourteen proposals were presented to members of the State Advisory Council in Knoxville on October 27, 1967; the next two by mail on March 8, 1968; and the last two by mail on June 18, 1968. All eighteen proposals were approved by the State Advisory Council; the federal funds for these proposals totaled $174,015.00; the agency administration utilized $20,000.00 in federal funds. The total FY 1968 federal funds appropriated for Tennessee amounted to $194,015.00; this amount, matched by a like amount in non-federal funds, made a total amount of $388,030.00 budgeted for the FY 1968 Title I Statewide program.

The Statewide Report, entitled The Identification of Community Needs in Tennessee, published on May 29, 1967, was mailed since June 1967 to more than 1200 college and university officials and faculty members, community leaders, and governmental and quasi-governmental officials, and selected lay citizens throughout Tennessee. The culminating activity of this demonstration research project was a Conference for Institutional Representatives, conducted in Nashville on August 4-5, 1967, which was attended by sixty-one representatives from twenty-one institutions of higher education in Tennessee and from various other State agencies. The Statewide report was discussed, including problem identification and determination of priorities. To supplement and up-date the data contained in the Statewide Report, the State Agency in March 1968 mailed questionnaires to 800 recipients of this document; this questionnaire specifically requested the identification of other outstanding community problems not mentioned in the Statewide Report and asked for examples of new valuable community service programs which could be undertaken.

Members of the State Advisory Council met on August 3, 1967, in Nashville; the Council was presented a 68-page Progress and Evaluation Report on fiscal year 1966 and fiscal year 1967 activities in Tennessee under Title I. Officials from the U. S. Office of Education were present to speak on Title I nationally and in Region IV. This was the first such report written anywhere in the country. The State Agency on May 31, 1968, compiled its First Progress Report on Community Service and Continuing Education Programs for the U. S. Office of

Education. This 24-page document, accompanied by the 68-page report mentioned above, covered the first eighteen months of Title I activities (July 1, 1966, to December 31, 1967) in Tennessee.

Prior to the submission of the fiscal year 1969 annual program amendment, the State Agency staff completed its annual visit to those Tennessee colleges and universities interested in participating in the FY 1969 Title I program. Working conferences were held during April and May 1968 on twenty-seven campuses to discuss current programs and possible programming for FY 1969. By June 14, 1968, the FY 1969 annual program amendment was developed, printed, and sent to and approved by the State Advisory Council. It was signed by Governor Buford C. Ellington on June 14, 1968, and it was presented to the United States Office of Education on June 27, 1968; it was officially approved for funding by the USOE on September 9, 1968.

The director and assistant director attended the Second Annual National Conference on Community Service and Continuing Education at The University of Oklahoma, Norman, Oklahoma, in November 1967; a Workshop on Program Planning for the Solution of Social Problems at The University of Maryland, College Park, Maryland, in February 1968; and the Southeastern Regional Division of the National University Extension Association at The University of Georgia, Athens, Georgia, in February 1968. In addition, the director made addresses concerning Title I at the following meetings: the Southern Humanities Conference in Knoxville on March 29, 1968; the Tennessee College Association in Chattanooga on April 4, 1968; the Arkansas State Advisory Council Meeting in Little Rock on April 5, 1968; and the Tennessee State Technical Action Panel in Nashville on May 14, 1968.

In summary, the State Agency staff to date has administered more than $900,000.00 in programs approved for funding during the first three federal fiscal years (FY 1966, FY 1967, and FY 1968). In addition, the staff has submitted the required FY 1969 annual program amendment.

Role of the State Advisory Council

In an effort to utilize every available resource to implement this community service and continuing education program, the Governor of Tennessee and the President of The University of Tennessee have jointly appointed a State Advisory Council of twenty-two members to work with the State Agency for Title I. This State Advisory Council is composed of academic leaders from the private and public colleges and universities, leaders from business and labor, leaders from the State Board and State Department of Education, and leaders from community service, civic organizations, and State government.

Although the State Advisory Council has no official policy making or supervisory responsibilities, the Council has provided invaluable assistance to the State Agency in developing and administering the Tennessee State Plan. All aspects of the State Plan, including budgeting, allotment of funds, approval or disapproval of individual programs, and the coordination of all activities in the State, are taken before the Council for its advice and assistance. The State Agency consults with the Council on policy matters arising in the administration of the State Plan and on the development and administration of all amendments thereto. The Chairman of the State Advisory Council convenes the Council for a final consideration of all proposals. After securing the advice of the Council, the State Agency integrates the accepted proposals into a coordinated, comprehensive, and Statewide annual program.

Purpose of the Second Progress and Evaluation Report

Following the precedent set last year, when Tennessee was the first State Agency to develop a complete progress and evaluation report, and following subsequent instructions from the United States Office of Education to provide an annual report, this Second Progress and Evaluation Report of fiscal year 1966, fiscal year 1967, and fiscal year 1968 proposals was prepared by the State Agency staff for presentation to members of the State Advisory Council on November 15, 1968.

Except for those proposals completed by June 30, 1967, each individual Title I progress and evaluation report includes the following data: program identification, statement of the problem, program objectives, program activities, program status, institutional evaluation, and State Agency recommendation. While the participating colleges and universities in Tennessee have made some marked progress toward solving some of the problems of the society and the economy through the development of these community service and continuing education programs, the object of this report is to give a review of the factors relative to the success and failure of these programs. This report should be considered as a constructive analysis and not as a criticism of those individuals and institutions concerned with these Title I proposals.

Each section in each program evaluation, except for the State Agency recommendations, was prepared from data contained in (1) the original proposal form, with any amendments or attachments, (2) the Notice of Activation, and (3) the quarterly progress and evaluation reports (with their attachments, including brochures, publicity, program rosters, evaluation instruments, and the like) submitted by the project director or institutional representative.

This report covers the period from July 1, 1967, through June 30, 1968. In a few cases, when certain programs were completed soon after the latter date, they were completely reported in full herein to prevent having to duplicate the data in the next annual report.

Overview of the Program Evaluations

For the first three fiscal years of programming under Title I in Tennessee, fifty-one proposals have involved eighteen colleges and universities in Tennessee in whole or in part. (See Table I.) However, this report to the members of the State Advisory Council will include thirty-eight evaluations; thirteen programs were completed prior to June 30, 1967.

Many of these thirty-eight program evaluations are comprehensive and complete simply because the project directors submitted adequate and carefully selected information to the State Agency in the required periodic reports. Final evaluations, in some cases, must necessarily follow the completion of the projects. It is trusted that the participating institutions will provide these evaluations as noted in the State Agency recommendations.

TABLE I

STATE OF TENNESSEE: TITLE I OF THE HIGHER EDUCATION ACT OF 1965

SUMMARY OF INSTITUTIONS PARTICIPATING IN TITLE I PROGRAMS IN TENNESSEE AND AMOUNT OF INSTITUTIONAL PROGRAM INVOLVEMENT

Participating Institution	Fiscal Year 1966 Proposal Number	Fiscal Year 1967 Proposal Number	Fiscal Year 1968 Proposal Number	Total Program Involvement
Austin Peay State University	1*,2*,3,7	1*,6,12		7
Bethel College	1*,8			2
Carson-Newman College	1*		6	2
East Tennessee State University	1*,2*,10,12,13	1*,8		7
Fisk University			17#	1
George Peabody College for Teachers	2*	1*	17#	3
Knoxville College	1*,4	5		3
Lambuth College	1*,14	11	14	4
LeMoyne College	1*,5			2
Meharry Medical College	15,17*	9,10*	17#	5
Memphis State University	1*,2*,9,21	1*,4,7	2,11	9
Middle Tennessee State University	1*,2*	1*	13	4
Southwestern at Memphis	1*,20	3	10	4
Tennessee A & I State University	1*,2*	1*	3,17#	5
Tennessee Technological University	1*,2*,11,16	1*		5
The University of Chattanooga	2*	1*		2
The University of Tennessee@	1*,2*,6,17*,18,19	1*,2,10*	1,4,5,7,8,9, 12,15,16,18	19
Vanderbilt University	17*	10*	17#	3
Total Program Involvement	43	22	22	87

@ Includes Medical Units, Extension Centers, and Martin Branch, etc.

* Consortium arrangement, with U-T the primary contracting agency.

Consortium arrangement, with Vanderbilt the primary contracting agency.

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SUMMARY

FY 1966: Twenty-one proposals involving seventeen institutions of higher learning (forty-three program involvements).

FY 1967: Twelve proposals involving fourteen institutions of higher learning (twenty-two program involvements).

FY 1968: Eighteen proposals involving eleven institutions of higher learning (twenty-two program involvements).

Total: Fifty-one proposals involving eighteen institutions of higher learning (eighty-seven program involvements).

In general, the fiscal year 1968 proposals were better reported than the earlier fiscal year 1966 and fiscal year 1967 proposals; this is a result, it is hoped, of the improved stimulation and sophistication of the project directors through the direction of the State Agency staff. Hopefully, many earlier "bugs" have been worked out; in almost every case, the staff has enjoyed the outstanding and constructive cooperation and assistance of the various project directors and institutional representatives.

In working with the various participating institutions of higher education in Tennessee through the experience of three years of programming, the State Agency has found that there are three basic ingredients or conditions which must be present from the very beginning of each Title I proposal to ensure the success of even the very best program idea. The first of these is strong institutional support for the whole idea of public service programs. This includes the active leadership of the top administration of an institution in the provision of ways and means to help solve community problems--encouraging faculty participation, providing adequate time for faculty involvement, and providing adequate financial assistance. The second of these is a project director who is involved in community problems and has "something to say" about their solution. The project director should actually be the one with the initial program idea or at least be involved in program development in the very early stages. The third ingredient is participant involvement in program development at a very early stage. This not only ensures future support for a program, but it provides the institution with valuable insights on the community's viewpoint of the problem area. Once these three basic ingredients are present, program development should be concerned with (1) the identification of a specific problem in a succinct manner, (2) the development of realistic objectives designed to help solve the problem, and (3) the design of evaluation procedures which will measure the accomplishments of the program with respect to its objectives.

State Agency Recommendation

For the best overview of these thirty-eight programs, the State Agency would recommend a cumulative and sequential reading of the thirty-eight institutional evaluations and State Agency recommendations.

Most of the critical areas mentioned in the first Progress and Evaluation Report of August 3, 1967, have generally been resolved. The State Agency staff currently has these eight major problems in the administration of Title I in Tennessee.

1. The problem of the uncertainty caused by the amendment and appropriation cycle of legislation through Congress, and by the small amount of federal funds available.

2. The problem of stimulating or helping colleges and universities to become really meaningfully involved and committed in their communities to aid in the solution of identified community problems.

3. The problem of securing the required matching funds from other than an institution's current operating budget.

4. The problem of obtaining significant input from members of the State Advisory Council in problem identification and meaningful program development.

5. The problem of discerning the true priorities in program development and of substantively identifying these needs in precise, cogent terms.

6. The problem of opening channels of communication between college and university faculty members, the adults who are in need of assistance, and government officials and community leaders who are in positions of leadership.

7. The problem of properly evaluating the impact and effectiveness of these programs as they aid in the solution of community problems.

8. The problem of a disparate and unrealistic indirect cost determination at some institutions.

Title I is potentially a bold and imaginative program, and it must not be allowed, as Park Rinard warned the Iowa Community Service Conference, to become "another paper tiger of a troubled era." In keeping with this philosophy, the Director of the State Agency offers the following recommendations in the areas of funding, development of institutional capacity, problem identification and program development, program activity, opening channels of communication, evaluation procedures, and indirect cost determination. These recommendations and explanatory comments are offered as a plan of action for the future.

1. It is recommended that Congressional appropriations for Title I programs be included in the appropriation act the fiscal year preceding that for which they are available for obligation, that the Title I legislation should be amended to provide for approriations on a two-year basis, and that the federal contribution to Title I activity be increased.

2. It is recommended that more efforts be directed to increasing the involvement of the urban institutions of higher education in Title I community service and continuing education programs.

3. It is recommended that other sources of revenue, including exploring the possibility of seeking funds from State contribution, foundation, or philanthropic support, be obtained for Title I programs.

4. It is recommended that members of the State Advisory Council assist the State Agency staff in problem identification and program development.

5. It is recommended that the focus of Title I activities in the State of Tennessee be narrowed to concentrate on achieving the possible, that problem areas be defined that are within the scope of the State's institutions of higher education, and that programs approved under Title I also include experimental or innovative programs.

6. It is recommended that institutions of higher education in Tennessee be encouraged to open channels of communication with adult lay leaders in order to develop meaningful community service and continuing education programs designed to assist in the solution of identified community problems.

7. It is recommended that the State Agency and the State Advisory Council develop effective evaluation procedures to assess the impact and effectiveness of Title I programs in meeting their stated objectives.

8. It is recommended that there be a thorough study of the indirect costs required for community service and continuing education programs, and that a uniform indirect cost policy be established consistent with the results of this study.

(At their November 15, 1968, meeting, the members of the State Advisory Council considered these eight recommendations and unanimously endorsed them.)

In this report the State Agency has sought to provide a candid and complete assessment of the Title I programs in Tennessee. Title I is only two years old. There have been the problems mentioned above, but it is the view of the State Agency staff that much has been accomplished. The future, although as admittedly uncertain as the past, should be bright since the matching arrangement and extension of Title I has been approved through June 30, 1971. Although Title I programs have not ushered in the millennium for direct problem-solving in our communities, they generally offer a fresh approach, a stimulus to community action, and an effective "catalyst." Through a workable intergovernmental format, the resources of our universities are now available for direct use in strengthening our communities--at a time when the American community's need for new strength is critical.

FISCAL YEAR 1966 PROPOSAL NUMBER ONE

Program Identification

"Demonstration Research Project on the Identification of Community Needs," conducted at The University of Tennessee by Dr. Nolen E. Bradley, Director of the State Agency for Title I. Funding: federal--$25,017.64; non-federal--$8,685.66; total--$33,703.30. Cooperating institutions: Austin Peay State University, Bethel College, Carson-Newman College, East Tennessee State University, Middle Tennessee State University, Southwestern at Memphis, Tennessee Agricultural and Industrial State University, Tennessee Technological University and The University of Tennessee at Martin.

Statement of the Problem

If the college or university is to serve a significant role in meeting complex contemporary social problems, it must provide--both on the campus and in the communities--educational programs directed toward the solution of these problems. To provide effective community service and continuing education programs, the institution must first identify community problems and needs, interpret these problems and needs, concentrate its skills and resources upon the development of workable solutions, and then translate these solutions into innovative educational activities for the communities in its service area. This will also require community involvement.

Program objectives

It is the purpose of this project to demonstrate at least two things: (1) one means of identifying the community problems in Tennessee; in doing this, several methods of collecting data are employed, with differing combinations of colleges and universities cooperating in data collection; and (2) methods of opening channels of communication or of beginning dialogues between these college and university staff members and selected members of the communities--governmental officials, influential community leaders, and lay citizens.

Program Activities

In addition to the activities listed in the Progress and Evaluation Report (dated August 3, 1967), the following activities were completed since June 30, 1967. The culminating activity of this demonstration research project was a Conference for Institutional Representatives, conducted in Nashville on August 4-5, 1967, which was attended by sixty-one representatives from twenty-one institutions of higher education in Tennessee and from various other State agencies. The Statewide Report was discussed, including problem identification and determination of priorities.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

In an effort to measure the validity of the Statewide Report on The Identification of Community Needs in Tennessee, the State Agency in March 1968 mailed questionnaires to 800 recipients of this document. Approximately 240 respondents provided some supplementary data on the identification of community problems and new community service programs which could be undertaken. In addition, the State Agency has reviewed the research publications or literature of the Tennessee State Planning Commission, the Appalachian Regional Commission, the participating agencies in the Tennessee CAMPS (Cooperative Area Manpower Planning System), the Tennessee Education Association, the State Department of Education, the State Board for Vocational-Technical Education, the Tennessee Law Enforcement Training Academy, the Tennessee Arts Commission, the State Comptroller of the Treasury, and the Center for Business and Economic Research at The University of Tennessee. These data generally document and support the information contained in the Statewide Report.

State Agency Recommendation

The Statewide Report published through this program will provide the basis for development of the Community Service and Continuing Education Program under Title I for the next several years. When administrative funds are available, this document should be updated with statistical and opinion data. The first printing of 1292 copies of this document has been exhausted. This was one of the most valuable of all the Title I proposals approved for FY 1966 federal funding.

FISCAL YEAR 1966 PROPOSAL NUMBER TWO

Program Identification

"Training for School Board Members Throughout Tennessee," conducted by the College of Education at The University of Tennessee by Dr. Dewey H. Stollar, Professor of Educational Administration and Supervision. Funding: federal--$45,750.00; non-federal--$18,947.66; total--$64,697.66. Cooperating agencies and institutions: Tennessee State Department of Education, Tennessee Education Association, Tennessee Association of School Administrators, Tennessee School Board Association. Austin Peay State University, East Tennessee State University, George Peabody College for Teachers, Memphis State University, Middle Tennessee State University, Tennessee Agricultural and Industrial State University, Tennessee Technological University, The University of Chattanooga, and The University of Tennessee at Martin. (Continued as FY 1967 Proposal Number One.)

Statement of the Problem

In many Tennessee communities the elected representatives of the people, the school board members, are not carrying out their responsibilities to their communities or to the children. Many superintendents listed the board of education as the major obstacle to carrying out their jobs in a professional manner. Some school board members felt their jobs were political patronage posts, and many of them sought election to the board to represent special segments of the community. Many school boards spend a great deal of their time considering petty details rather than the fundamental problems of the schools. These and related information lead to the conclusion that one of the most serious problems of the public schools in many communities may be the irresponsibility or ineffective behavior of their school boards.

Program Objectives

The objectives of this proposal are to help school board members: (1) to understand more fully their role in educational policy making; (2) to understand more clearly the issues facing educators in Tennessee, the region, the nation, and the world today; (3) to develop better understanding of professional relationships of boards of education with superintendents, other professional staff members, non-professional staff members, students, citizens, etc.; (4) to understand more fully the scope and sequence of curriculum change to meet present and future educational needs in Tennessee's present and future generations; (5) to understand more fully the financing of education in Tennessee; (6) to understand more fully the changing role of teacher organizations and the development of negotiations; (7) to understand more fully the legal functions and scope of the board of education's role and responsibility; (8) to understand the expanding role of the federal government in local education decisions; and (9) to understand more fully the fiscally dependent board of education's relationship to other governmental agencies.

Program Activities

In addition to the activities listed in the Progress and Evaluation Report (dated August 3, 1967), the following activities were completed since June 30, 1967. The culminating activity of this program was the Tennessee School Board Summer Conference on August 20-21, 1967, in Nashville. The general theme was "School Board Problems: Present and Future." Specific problems included: (1) schools must look ahead; (2) major functions of the board; (3) what the superintendent expects from the board; (4) community relations--public information; (5) relationship with other school board members, superintendents and staff; (6) Tennessee school law; and (7) your school board association. This summer conference was attended by 32 superintendents and 70 school board members scross the State.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

The participant evaluation instrument was designed to measure how the participants judged (1) the quality of each presentation; (2) the relevance of each presentation; (3) the overall organization, content, and format of the conference; and (4) the general reaction to the overall program. The scale of measure was from a high of 6 to a low of 1. It should be noted that there were 38 usable responses, and that some of the participants failed to respond to all questions. The attendance was approximately 100, but many participants were unable to attend the final afternoon session during which the assessment instrument was administered.

Based on the Statewide responses, approximately 62 percent of the participants rated the first topic as 5 or 6, with the relevance of the presentation percentage slightly lower (61 percent). The group rated the quality of the presentations of the major functions of the board very high, with 87 percent giving it a rank of 5 or 6. The relevance received a mark of 5 or 6 from 79 percent of the group. The presentation on what the superintendent expects from the board received a quality rating of 5 or 6 from 82 percent of the group and a relevance mark of 5 or 6 from more than 63 percent of the participants. The presentation on community relations--public information received a 5 or 6 from approximately 60 percent of the group on both quality and relevance. The quality of the presentation on relationship with other school board members, superintendents and staff was given a quality mark of 5 or 6 by approximately 58 percent of the group, and the relevance was ranked 5 or 6 by 45 percent of the group. The presentation on Tennessee school law was ranked by approximately 97 percent of the group as a 5 or 6 on quality, and by 76 percent of the group with those same marks on relevance. Your school board association was judged a 5 or 6 on quality by approximately 55 percent of the group, and received a relevance mark corresponding to that from 50 percent of the group.

When asked for reactions on the theme of the program, "School Board Problems: Present and Future," 97 percent of the participants rated it "excellent" or "good," with no one giving it a rating of "fair" or "poor." The technique of questioning the speaker from the floor was judged "worthwhile" or "very worthwhile" by 97 percent of the group, with no respondent classing it as "of some value" or "of no value." Approximately 82 percent of the participants thought that the group discussion after the presentation on major function of the board was "worthwhile" or "very worthwhile," with no one ranking it "of no value." When an overall evaluation was requested, more than 97 percent of the participants indicated the sessions were "very helpful to me" or "of some value to me," with more than 86 percent of the group stating that the sessions were "very helpful to me." When analyzed by school district, the same pattern of response is noted. Rankings of 5 or 6 are consistent more than 50 percent of the time, and often are as high as 80 percent of the respondents. The patterns for responses for superintendents and board members are much the same, with differences expressed in degrees rather than direction. The analysis of responses categorized by prior attendance at the spring session of the program show differences in degree, with greater dispersion for rankings of those in attendance at the spring session than for those who had not participated previously.

State Agency Recommendation

In addition to the comments appearing in the first Progress and Evaluation Report (dated August 3, 1967), it is recommended that the project director furnish the State Agency with a comprehensive institutional evaluation which assesses the overall effectiveness and impact of this program across the State. It would appear that the attendance (12 percent of the school board members Statewide) at this summer conference was low; however, in comparison with previous conferences, this figure may be average. It is trusted that the functioning of many of the school boards in Tennessee has been upgraded and improved by this Title I program.

FISCAL YEAR 1966 PROPOSAL NUMBER THREE

Program Identification

"County and City Leadership Conference," conducted at Austin Peay State University by Mr. Earl E. Sexton, Director of Development and Field Services. Funding: federal--$1,875.00; non-federal--$625.00; total--$2,500.00

Statement of the Problem

Generally, rural county and town leadership has not made a significant attack upon the growing problems of unemployment, health, industrial development, and land use, to name only a few. The problem is not one of indifference, but rather a lack of know-how.

Program Objectives

The objectives of this proposal are: (1) to discuss mutual political problems confronting local government in Middle and West Tennessee counties; (2) to try and find workable solutions to these complex problems by providing qualified speakers on these subjects and informally exchanging opinions and ideas with the speakers as well as with one another; and (3) to encourage the attendees to modernize the functions of local government by seeking advice from those who are qualified to render it.

Program Activities

There have been no activities under this program since June 30, 1967.

Program Status

The program as originally approved has been completed; however, enough funds remain to conduct a joint program with fiscal year 1966 Proposal Number Seven as a followup to this conference. Entitled "Problems Confronting Local Governments," this program is tentatively scheduled for November 1968.

Institutional Evaluation

Evaluation of this second phase will be conducted by the program participants and the project staff.

State Agency Recommendation

The State Agency would recommend that future proposals submitted by Austin Peay State University be designed to aid in the solution of specific community problems, rather than deal with broad general problems. Upon completion of the final conference, a comprehensive institutional evaluation furnished the State Agency should give a final assessment of the overall effectiveness and impact of this program on the area surrounding Clarksville. See the State Agency recommendation for FY 1967 Proposal Number Six for further comments on a similar program conducted at Austin Peay State University.

FISCAL YEAR 1966 PROPOSAL NUMBER SEVEN

Program Identification

"Business and Economic Forum Series," conducted at Austin Peay State University by Mr. Glenn S. Gentry, Chairman, Department of Business. Funding: federal--$1,200.00; non-federal--$400.00; total--$1,600.00. (Continued as FY 1967 Proposal Number Six.)

Statement of the Problem

The problem is that there is no systematic method of communication in the Austin Peay State University service area to bring economic thought and trends, both theoretical and practical, to business leaders, the general public, and students.

Program Objective

The objective of this project is to update and stimulate the economic thinking of business and non-business leaders in this upper Middle Tennessee area.

Program Activities

In addition to the activities listed in the Progress and Evaluation Report (dated August 3, 1967), the following activity was completed since June 30, 1967. The second forum in this series, entitled "The Feasibility of Developing a Clarksville Port Authority on the Cumberland River," was conducted November 9, 1967, at Austin Peay State University. The topics included in this seminar were: (1) port authority economics; (2) port authority legislation; and (3) industrial resources of the Cumberland River and potential industrial sites in Clarksville. Thirty persons, including county judges, members of planning commissions, bankers, businessmen, attorneys, and contractors, attended this one-day forum. Although the group was small, it was made up of key persons in the Clarksville area.

Program Status

The final phase of this series of forums will be a joint program with Fiscal Year 1966 Proposal Number Three. Entitled "Problems Confronting Local Government," this program is tentatively scheduled for November 1968.

Institutional Evaluation

This forum did not draw the attention that the first forum drew. However, it was attended by a group of most influential community leaders who sought a forum on this subject. This program probably had a far greater "multiplier effect" than the first forum, since an interest in this project has been created, and more meetings by local citizens and government leaders are planned. No specific evaluation instrument was used on this forum. However, the praise of its value was well expressed orally before the meeting adjourned. All speakers listed on the program appeared, and their presentations were very good to excellent. It is the opinion of those who have been directly connected with this proposal and the administration of the University that the objectives of the proposal are worthwhile and have been accomplished.

State Agency Recommendation

From a review of the forum topics and comments of participants and project staff, it would appear that this forum contributed to the achievement of the program objectives. This program played an instrumental part in the establishment of a port authority in Clarksville. The State Agency staff would recommend that future programs of this type be directed toward specific community problems. The format utilized in this program--a series of forums developed on an *ad hoc* basis--does not readily lend itself to problem solving as envisioned under the Title I legislation. See the State Agency recommendation for FY 1967 Proposal Number Six for further comments.

FISCAL YEAR 1966 PROPOSAL NUMBER EIGHT

Program Identification

"Leadership Education in Economic Development," conducted at Bethel College by Dr. James Potts, Professor of Economics. Funding: federal--$6,750.00; non-federal--$2,250.00; total--$9,000.00.

Statement of the Problem

Bethel College is situated in the "hub" of three West Tennessee counties which are making economic progress but could profit further by training of their leadership. Present industry could be served, and more industry could be attracted as a result of leadership development. The number one problem in this area hinges upon the attitudes of those persons who perform the leadership function in various communities. There are three aspects: leaders are largely unaware of real problems; leaders are even less aware of procedures that might alleviate recognized problems; and leaders are totally unwilling to undertake cooperative programs with neighboring communities to resolve common problems.

Program Objectives

This program will provide governmental and community leaders with precise information on the economic and industrial needs and resources of the area so that plans might evolve for development of the area. Specific objectives are: (1) to increase awareness of the problems; (2) to encourage activity toward solution of the problems; and (3) to promote additional cooperative studies of particular community problems.

Program Activities

This program consisted of a series of sessions conducted on the Bethel College campus. Sessions I and II, conducted on June 17 and 24, 1968, discussed: (1) exploratory discussions of economic analysis as they pertain to the problems of growth; (2) the presentation of data relative to economic conditions in the six-county area. These two opening sessions were successful in establishing rapport and a genuine enthusiasm among the participants. These participants had a high level of learning ability even though their general level of economic understanding was quite low, because they had a limited range concerning possible economic growth patterns. Session I had thirty-one participants and session II had forty-two attendees.

Session III, held on July 1, 1968, was concerned with industrial development. A combination of lecture, discussion, and report was used to teach the participants that a quantitative approach was insufficient. In this way the participants were led to a more sophisticated attitude toward industrial development. Session IV, held on July 8, 1968, concentrated on the economic growth potential inherent in the local economy. This was naturally a followup to session III, and put industrial development in an even larger context. The dominant theme of sessions V and VI, on July 15 and 22, 1968, was the concept of economic regionalism. A discussion was held on the theory and potential of regional approaches of various types on the problem of economic development.

Session VII, on July 29, 1968, considered the peculiar educational problem that affects the economic progress of the area being studied. In this area, so lacking in youth opportunity, education has served as a force impelling the out-migration of the very youth who should be retained in the area to upgrade local population. This session afforded the opportunity to further widen the horizons by showing that economic development goes beyond mere economic considerations, and that economic growth is inseparable from the whole community and area social structure. Session VIII, on August 5, 1968, was used primarily as a review for the previous seven sessions. Emphasis was placed on the necessity for planning through private and/or public agencies in a coordinated manner at the community-county-area levels. Session IX, on August 12, 1968, was entirely devoted to small group discussions. This was designed to test the ability of the participants to use their knowledge, the validity of the work done in the program, and to show the participants that there are many paths to progress. The total number of participants attending this series was forty-five. Henry County was by far the best represented with twenty-two attendees. Carroll County was second with ten participants, followed by Benton County with nine, Weakley County with one, and Henderson County with one.

Program Status

Although the major activities under this program have been completed, the program has been extended through December 31, 1968, to allow dissemination of the data gathered during the summer activities.

Institutional Evaluation

The evaluation of a program of the type undertaken is most difficult. It was designed purely as an educational experience that involved enlargement of knowledge and substantial alteration of attitudes. No testing instruments existed by which it might be possible to quantify the changes that occurred. Such an instrument might have been developed, but it would have been defective on two counts. First, none of the participants had sufficient background in economics to understand enough vocabulary to make a pretest of any validity at all. Second, it was felt that pretesting attitudes, while possible, would have prejudiced subsequent learning experiences. Thus, the only evaluation instrument available was observation of apparent outcomes. The burden of this observation had to fall on the director, who was the only person who had continuous contact, and followup contact, with the participants.

The program can be judged only in terms of its experimental nature. The basic purpose of the program, as it finally developed, was to determine whether or not it is feasible to offer short courses in economic development to unselected classes of citizens in an effort to create a broad public understanding of community economic problems, as well as the means by which these problems may be alleviated. To this end, the experiment involved two major questions. First, is it possible to teach enough growth economics in a few sessions to people who have little or no background for modern economics to a sufficient degree that such people can actually apply what they have learned? Second, will such instruction of some of the population have any real effect upon the subsequent behavior of the participants? On the basis of observation, the answer to the first question has to be solidly affirmitive. None of the regular participants had a sufficient knowledge of developmental economics to be measureable by any testing instrument at the beginning of the course. By the end of the course, all of the participants were using sophisticated vocabulary and were applying theory to practice with no difficulty. This was quite clear, not only in general discussions, but in the small group reactions to specific problems with which they were assigned to work.

The answer to the second question is not so easy. Only time will tell how much results from the subsequent behavior of the participants. There are, however, certain indications of direct consequences within the first thirty days following the conclusion of the program. They are: (1) The organization by one of the participants of a tour by Paris businessmen to the Kentucky-Barkley Lake recreational area to acquaint themselves with the possibilities of developing private recreational facilities. Such development was one of the main points stressed in the conference. As a result of that trip, in which thirty-five Paris businessmen participated, several efforts are being made to increase the tourist potential of Henry County. (2) First steps have been taken to organize a private economic development foundation in Henry County. This is being done by several program participants who were motivated to this action by their introduction to the rational concept and its application in Tupelo, Mississippi. (3) Activity of participants from Benton and Henry Counties has resulted already in requests from organizations in Paris and Camden to repeat the conference in those cities during the coming winter. Plans are now being made to that end. In light of this, it is entirely possible that the initial program may eventually widen into a continuing program of great benefit to the area.

A further source of evaluation lies in the structure of the program itself. In light of experience, the following comments may be made: (1) The number of participants was near optimum. From a financial standpoint it might have been desirable to have served more people. But from an instructional standpoint, the average attendance of forty persons was the largest number that could have been handled. (2) The organization of procedure worked very well. Starting with the immediate concerns and interests of the participants and moving into the areas of new interest, or going from the known to the unknown, proved practicable. (3) The presentation of material was not considered adequate. There was too much reliance upon lecture, much of which material should have been printed. The planned future conferences will have such material, much of which is already prepared. (4) The atmosphere of the conference was somewhat too formal. Future programs should not be conducted in a classroom atmosphere, and it is desirable that they be coupled with dinner meetings. Such is now the plan for the two programs being developed. (5) Sessions should be almost wholly seminar-discussion oriented, concentrating upon the problem of changing attitudes. Enlargement of economic knowledge would be a function of reading outside of, and in preparation for, conference sessions. In sum, it is felt that the conference was a success within the limits of its experimental nature and aims. This view has been supported by all participants.

State Agency Recommendation

From a review of the program content and the excellent institutional evaluation, it would appear that this program has made significant progress in attaining the stated objectives. In light of the circumstances confronting this program for the past two years, the consummation of the program is an achievement in itself. This program has fostered independent efforts to further economic development in this six-county area. Now that a start has been made, the State Agency staff would recommend that the State Advisory Council give favorable consideration to future strong proposals for economic and human resource development in this area of Tennessee, based on specific, identified community problems. Further, the State Agency staff would recommend that programs of this nature be conducted in other areas of the State where there is an identified need and where institutions have the competency and faculty resources.

FISCAL YEAR 1966 PROPOSAL NUMBER TWELVE

Program Identification

"Swimming Pool Sanitation Supervision," conducted at East Tennessee State University by Dr. Fred McCune, Dean of Continuing Education. Funding: federal--$1,306.96; non-federal--$435.65; total--$1,742.61. Cooperating institution: Carson-Newman College.

Statement of the Problem

The problem is the need to reduce the incidence of accidents and to minimize the spread of communicable disease in publicly and privately operated swimming pools.

Program Objectives

The objectives of this proposal are: (1) to point up the problems and potential problems in the construction, operation, and maintenance of swimming pools; and (2) to prepare more adequately park and recreation directors, swimming pool owners, operators and managers, life guards, and others who have a responsibility for the management, supervision, and maintenance of swimming pools in precautions, techniques, methods, materials and equipment to be used to reduce accidents and minimize the spread of communicable disease.

Program Activities

In addition to the activities listed in the Progress and Evaluation Report (dated August 3, 1967), the following activity was completed since June 30, 1967. The second phase of this program--a two-evening workshop--was conducted at East Tennessee State University on May 2-3, 1968. There were 16 participants at the workshop, including public health sanitarians, pool managers and owners, industrial plant managers, and life guards. The workshop was also attended by 18 East Tennessee State University students on a space-available basis. The program covered problems and potential problems in the construction, operation, and maintenance of swimming pools; it pointed out preventive and and corrective measures to be taken to make swimming pools safer and healthier. Specific topics included: (1) pool design, maintenance, and treatment; (2) water safety; (3) health aspects and accident prevention; (4) control of algae and fungi; and (5) recirculation.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

The second phase of this program was a success as far as can be determined by having had recent contact with some of the attendees. It appears that the program had practical value, as several of the attendees work with local health departments; one of the major concerns in the summer months is recreation sanitation, of which a great part is specifically swimming pool sanitation. Other attendees are now working as lifeguards or managers of swimming pools and are putting into practice a part of what was learned through the formal program. It is difficult to determine accurately the "multiplier effect" of a program such as this, but it can probably be said that it would be considerable. Each time a pool manager instructs other personnel connected with swimming pool operation as to sanitation or safety consideration, it could loosely be considered a part of the so-called "multiplier effect."

State Agency Recommendation

From the list of topics in the workshop, it would appear that the program was well developed and was successful to a major degree in attaining the stated program objectives. A limiting factor would be the number of participants. The funds budgeted for this program were sufficient to conduct three workshops, rather than the two originally planned. In view of the small cost involved in one of these workshops and the limited participation when it is conducted locally, the State Agency staff feels that future programs of this nature should be conducted without federal funds. Although this pilot program was not addressed to a top priority problem in Tennessee, similar programs could be offered in other communities where there is an identified need.

FISCAL YEAR 1966 PROPOSAL NUMBER THIRTEEN

Program Identification

"Workshop for Habilitative Specialists," conducted at East Tennessee State University by Dr. Fred McCune, Dean of Continuing Education. Funding: federal--$2,159.20; non-federal--$719.73; total--$2,878.93.

Statement of the Problem

The promotion of meaningful communications between those disciplines concerned with the habilitation of the multi-handicapped child has been a most urgent need of our contemporary times. The accelerated pace at which knowledge is now accumulated and the overlapping information gained through the rapid discoveries being made today create a need for the effective dissemination and exchange of knowledge.

Program Objectives

The objectives of this program are to provide those persons engaged in the various areas concerned with multi-handicapped children an opportunity: (1) to impart knowledge relative to their discipline and to receive knowledge from other disciplines; (2) to interact in a free and informal atmosphere, thereby minimizing semantic and emotional barriers to the free interchange of information; and (3) to appreciate the need for a team approach in the total habilitation/rehabilitation of the multi-handicapped child and of man.

Program Activities

In addition to the activities listed in the Progress and Evaluation Report (dated August 3, 1967), the following activity was completed since June 30, 1967. A symposium, entitled "The Hearing Handicapped Child," was presented by the Department of Special Education of the College of Health at East Tennessee State University on May 24-25, 1968. There were sixty-two participants in the symposium, including parents of hearing handicapped children, physicians, educators, speech therapists, and audiologists. Eight East Tennessee State University students attended this symposium on a space-available basis. This symposium covered the three educational aspects of the hearing handicapped child: (1) the pre-school years; (2) the residental school years; and (3) the regular classroom years. It also discussed the parents' role in teaching and training the pre-school deaf child, the methods and materials for the parents' use at home, the role of educational placement for the hearing handicapped child, and the guidelines for public school curriculum and training for the hard-of-hearing child.

Program Status

This proposal has been completed and the records have been closed.

Institutional Evaluation

It was felt that the purposes of the program were fully met; much of the presentation was directed toward defining the role of the parents in educating their hearing handicapped child. The speakers clearly defined the problems often encountered by these parents and gave them valuable assistance in making a realistic approach to present and future educational needs. This meeting gave impetus to the newly organized Parents of Deaf Children in upper East Tennessee. The speakers, who represented outstanding programs in deaf education in various sections of the country, were in agreement as to their philosophy and approaches to educating the deaf child. Their presentations were most helpful for the staff of East Tennessee State University Speech and Hearing Clinic in organizing a therapy program for the pre-school deaf. The speakers of the symposium also contributed to growth in this area by other professional personnel who represented public schools, clinics, and institutions in Middle and East Tennessee, Virginia, and South Carolina. The interest of the attendees manifested itself in the questioning of the symposium participants. The attendees expressed enlightened knowledge in the area of the hearing handicapped child, thus the program was considered a worthwhile effort and beneficial for all those who attended.

State Agency Recommendation

From a review of the contents of this workshop and the competencies of the staff and consultants, it would appear that this second phase was successful in attaining the program objectives. This program was designed to meet an identified need; the State Agency staff would recommend that programs of this nature be conducted in other areas of the State where there is an identified need and where institutions have the competency and faculty resources. This was a pilot program which has led to the development of a related program in another area of the State.

FISCAL YEAR 1966 PROPOSAL NUMBER SIXTEEN

Program Identification

"Counseling on Sanitary Environmental Conditions," conducted at Tennessee Technological University by Mr. A. A. Cannella, Associate Professor of Civil Engineering. Funding: federal--$4,581.77; non-federal--$1,527.36; total--$6,109.03. Cooperating agencies: County Sanitarians of Putnam, Cumberland, and Overton counties; Livingston, Byrdstown, Jamestown, and Cookeville Development Corporation; Upper Cumberland Economic and Resources Development Center; and the State Department of Public Health.

Statement of the Problem

Throughout this entire Upper Cumberland area, rural dwellers are using the pit privy and water secured from wells, without treatment for either. Polluted drinking water and unsafe disposal techniques result. Urban areas have a need for education in "cleaning up" outlying areas and in the general sanitation of their communities.

Program Objective

The object of this project is to provide an educational program for the rural inhabitants of the Upper Cumberland area dealing with proper methods of general sanitation.

Program Activities

Counseling services under this program during its first six months (July 1-December 31, 1967) of effective operation consisted of: (1) two lectures to eleven VISTA Volunteers on pit privy construction, individual well design, and contamination protection; (2) films and presentation on pit privy construction, individual water supply, and financial assistance for providing health facilities in rural homesteads for ten rural heads of households in Mount Pleasant; (3) a film and filmstrip presentation on water pollution to the Technical Action Panel in Putnam County; (4) a field investigation of individual sanitary facilities in the First Civil District, Putnam County, at the request of responsible residents, and a discussion of methods of construction and financing pit privies for poverty stricken residents; (5) a field investigation of water supply facilities in Putnam and Overton Counties for individual homes in the region northwest of Monterey (some ground waters in this area register low PH values, indicating possible contamination from acid mind wastes); (6) a lecture to group of seven residents in Shipley community on methods of chlorinating well water; (7) a review with three representatives of an outlying area of Livingston, in Overton County, of preliminary engineering requirements for obtaining water from the Livingston municipal system; (8) a follow-up discussion with the Livingston group on technical and financial requirements for a water district formation for outlying area residents; (9) a field investigation and a discussion of sources of water contamination with local residents of the Hilham area, Overton County; and (10) a discussion of engineering details of small scale water treatment facilities with Mr. L. Davis, Work Unit Conservationist, S. C. S., Putnam County, for possible application in isolated areas.

During the period from January 1-March 31, 1968, efforts were concentrated in three specific regions of poverty-level living in Fentress, Cumberland, and Putnam Counties. Frequent appearances at individual homes were made to explain the necessity of observing habits of personal cleanliness and hygiene, with emphasis being placed on children's welfare. In addition, numerous group meetings and film discussions on home water supply systems and individual privies for waste disposal were held in rural hamlets at the request of the lecturer and by invitation of the rural inhabitants. These invitations came after a period of rapport cultivation which, with deprived county folks, often is painfully slow and difficult to achieve. At these meetings, in addition to providing technical advice relating to development of home water systems, construction of privies, and community bath facilities, information on sources and procedures for obtaining financial assistance was presented.

The sum total of this concerted effort in confined areas can be perhaps best described by saying that totally deprived and poverty-stricken country people who, in many instances, appear to be living without hope for themselves or faith in their fellowmen are gradually reaching the conclusion that perhaps someone after all has concern over their sorry plight and is seriously endeavoring to improve it. Thus, with the creation of hope and trust, it is felt that through persistant effort under this program, small but nevertheless vitally important results can be achieved. For example, eight poverty-stricken families living on the periphery of Algood, Tennessee, have in the past years obtained all their water needs from an exposed ditch spring which laboratory tests revealed as positive (contaminated). This was inevitable in view of the numerous ill-kept privies in the surrounding region. Upon recommendation of the project director, the City of Algood is to provide the material and the L. B. J. & C. Corporation, an agent of O. E. O., is to provide the labor to install an extended water line to these homes from Algood's municipal system. This obviously will be a vast improvement over previous conditions. It is hoped that indoor bathroom facilities may now be provided for these families at a later date. A similar cooperative effort by these same groups has resulted in the elimination of a mosquito-breeding neighborhood swamp area merely by installation of a properly located drainage culvert. In the mountain area of Wilder, Tennessee, with counseling advice and encouragement a group of eleven families, none of whom have running water in their homes, have applied for a Farmer's Home Administration loan to construct a public bath facility that will serve an obvious need for these families.

During the period from April 1-June 30, 1968, major activity consisted of lectures on pit privy construction and sanitary water facilities to interested groups in Fentress, Cumberland, and Putnam Counties. The project director, in his contacts with the rural poor in these areas, found that most of these people have come to feel that someone, with an apparent backing of authority does want to help them; and they have been given hope and encouragement. They demonstrate a desire to improve their water and sanitation facilities, but in too many cases the cost of doing this is beyond their reach, and financing sources are closed to them. Sometimes group effort in obtaining a needed water or sanitation facility may be the best solution, but with "hill people," "rugged individualism" is still a traditional heritage that negates group activity. Nevertheless, in Wilder, Tennessee, assistance was provided in obtaining a safer water supply for local inhabitants. Also, work is in progress to provide a community bath and laundry facility to these people. Similarly, work is in progress to distribute water from a safe well through distribution lines to a group in east Cumberland County, many of whom now haul water as much as 300 yards.

Perhaps of more significance, a large number of rural poor have been made aware of the necessity of sanitation facilities for good health and have demonstrated the desire to improve their own by repairing or rebuilding privies, by disinfecting water supplies, and by seeking assistance for new water sources. Additional activity in the form of engineering investigations and studies was conducted in Smith, Macon, and Overton Counties. Smith County residents solicited technical assistance relating to county-wide collection and disposal of solid waste. This came about as a result of similar technical assistance for solid waste management provided to the residents of Putnam County. On behalf of Lafayette, Tennessee, a preliminary engineering study was completed to establish design requirements and cost estimates of extended sewer and water facilities to neighboring areas. A similar study is in progress for a group in Overton County.

Program Status

The completion date for this program has been extended to December 31, 1968.

Institutional Evaluation

Continuing effort has been made to meet the objectives of this program. It must be acknowledge, however, that because of the extent of this problem relating to inadequate sanitation facilities in rural areas, lack of understanding, and the apathetic attitudes of rural residents in general, progress is not notably apparent. In addition, the cost of correcting inadequate sanitation facilities in rural homes, though not large, nevertheless represents an obstacle that the destitute cannot readily overcome. It is felt, however, that progress is being made through the creation of greater awareness of the need to improve sanitation facilities for improved health conditions and through the display of interest for the needs of those suffering from the conditions associated with poverty. The lack of wholesome environment sanitation facilities in the Upper Cumberland region is much greater, and the problems associated with improving these facilities more complex, than is generally realized. Nevertheless, the counseling effort authorized under this Title I project has been extremely useful and commendable because it has provided technical assistance to those in need, has alerted the poor to the necessity of maintaining healthful water and sanitation facilities, and has created some hope in place of utter despair. Moreover, the project has served as a mutual educational experience, in that those intimately associated with the project have acquired knowledge of, and deeper insights into, the problem of the poor.

It is the director's feeling that this project of counseling service to the rural areas should continue, and he hopes that more apparent achievements may be realized. In summary, effort on this program has revealed that the needs for improved sanitary conditions in the lower Appalachian region are great, and undoubtedly the greatest obstacle to dramatic improvement is the total lack of funds and property ownership on the part of rural inhabitants (which is a usual requisite for loan qualification). It is a fair appraisal to state that the significant achievement of the program thus far is that it has demonstrated to many of the hopeless poor that some one does care about their plight.

State Agency Recommendation

From a review of the program activities and a site visit to the target area, it would appear that this proposal has made reasonable progress in attaining the program objective. As mentioned in the institutional evaluation, this progress has been made at a slow pace. However, a start has been made, and the State Agency staff feels the program is well developed and practical in its implementation. There will need to be a greater emphasis on coordination with other programs which can provide the financial assistance to bring about the "bricks and mortar" phase of the sanitary environmental conditions recommended by this counseling service. The State Agency staff would recommend that the State Advisory Council give favorable consideration to future proposals of this nature by Tennessee Technological University.

FISCAL YEAR 1966 PROPOSAL NUMBER SEVENTEEN

Program Identification

"Cooperative Continuing Education in Medicine, Dentistry, Pharmacy, and Nursing Aimed at Community Health," conducted at The University of Tennessee Medical Units (Memphis) by Mr. Wallace H. Mayton, Jr., Director of Continuing Education. Funding: federal--$15,000.00; non-federal--$5,000.00; total--$20,000.00. Cooperating institutions: Vanderbilt University School of Medicine, Meharry Medical College, and The University of Tennessee Memorial Research Center and Hospital (Knoxville). (Continued as FY 1967 Proposal Number Ten.)

Statement of the Problem

The people of the communities within the State need to receive the best of health care through the use of the latest methods in diagnostic treatment and procedures. Physicians, dentists, pharmacists, and nurses should be reached with the latest information on health problems of urban communities; diseases that are widely prevalent; new advances in mental health, cardiology, oral cancer; home and community nursing techniques; and pharmacological discoveries.

Program Objectives

The objectives of this program are: (1) to assure the best and latest health care to people of the community by offering the persons in the professions of medicine, dentistry, nursing, and pharmacy the opportunity to keep abreast of the latest developments in their respective fields; and (2) to assist the community hospitals in offering better service and treatment.

Program Activities

In addition to the activities in the Progress and Evaluation Report, (dated August 3, 1967), the following activities were completed since June 30, 1967. A continuing education course, "The Wonderful World of Pins in General Practice," was offered at East Tennessee State University on September 28-29, 1967. The purpose of this course was to present by lectures and demonstrations the use of pins in solving the more difficult dental problems such as: (1) the use of pins in saving those badly broken-down teeth; (2) the use of pins for better and easier crowns and bridges; and (3) pins to rescue 'everyday' problems--trouble shooting. This course was attended by twenty-nine practicing dentists.

The "Medical Aspects of Sports," was offered at The University of Tennessee Medical Units on March 7-9, 1968. It was designed for those physicians, coaches, trainers, and teachers who had an interest in sports medicine. The purpose of this meeting was to offer to these professions a broad and intensive view of the present-day concepts in the prevention and treatment of athletic injuries. This course was presented by lectures, demonstrations, and active participation. It was attended by twenty-nine practicing physicians and twenty from non-medical professions.

A course in "Medical Technology" was offered on March 8-9, 1968, in Memphis. This course was designed for medical technologists and other persons interested in laboratory medicine. The course was presented by lectures, demonstrations, and work in the laboratory to eighty-four medical technologists and one practicing physician.

A staff assistant has been employed as a part of this program to work closely with the Vanderbilt School of Medicine, Meharry Medical College, and The University of Tennessee Memorial Research Center and Hospital in evaluating the needs of each community hospital and each physician located in the middle and eastern sections of the State. This assistant also helped in planning and organizing the programs conducted under this proposal. He worked directly under the Department of Continuing Education, The University of Tennessee Medical Units.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

The sponsoring institutions feel that progress has been made toward realizing the objectives of the program of developing a Statewide continuing education system for the members of the health professions. The director feels that the following has been accomplished. The past year has been spent in trying to set up continuing education courses in Middle and East Tennessee, and trying to evaluate the needs of the physicians, dentists and pharmacists in these areas. The process has been slow, but not entirely fruitless. Rural doctors have little or no time for outside endeavors and are at times so busy that they are inaccessible.

At the onset of the program, it was originally planned to offer two and three day courses. However, after talking with many of the doctors in these areas, it was learned that two or three days are too long for them to be away from their practices, due to the lack of medical people in small towns. Therefore, it was concluded that a series of one-day courses to be repeated around the State is the answer, and it [illegible] toward this end that the Medical Units have been working. Regarding the type of courses the doctors need, it was found that the rural physician, on the average, is not interested in hearing what has been accomplished in large medical centers such as Vanderbilt University or The University of Tennessee, if these accomplishments cannot be duplicated in the smaller community hospital; in other words, a very practical presentation is more appreciated.

It was learned, also, that a different type of medical problem exists in rural areas from the problem in urban areas. These courses, in order to be successful, will have to be geared for these differences. It is suggested that consideration of a board of physicians, representing both rural and urban hospitals, investigate this aspect. It is obvious that there are aspects of medicine that are common only in the rural area, and visa versa. There is a void between the doctor in a small town and the "big city specialist." When calling on general practitioners in towns with populations of ten thousand or so, resentment was detected at the thought of a specialist coming in and lecturing to them on theories and hypothetical cases. They want to learn to treat their particular type of case on a practical "down to earth" method. It is going to take some time to convince these physicians that the Medical Units are not coming into their area to preach the glories of The University of Tennessee or Vanderbilt University research departments. These physicians have had experience along these lines before, and until they see that this is not the case, progress will be slow.

As stated previously, the progress is slow in achieving the full objectives of the program. With the many health professions involved, it was necessary in the beginning to concentrate on one or two of the professions; this was done for the professions of medicine and dentistry. The extent to which the program objective was achieved is outlined in recent reports and in the aforementioned accomplishments. It is very difficult to measure and evaluate the new relationship and cooperation created by the program between the sponsoring institutions themselves and the members of the health professions. This is the first time that the sponsoring institutions have assisted and cooperated with each other in any type of program; this is a definite asset to higher education in Tennessee.

State Agency Recommendation

From a review of program activities and of the circumstances encountered in this program, it would appear that there has been reasonable progress in attaining the program objectives in the geographic areas served by the activities conducted under this proposal. This program has fostered cooperation among the three medical schools in the State, and has assisted in the development of a Statewide framework for cooperative continuing education in the medical professions. The State Agency staff would recommend that future Title I programs in the areas of health and medicine be directed toward specific community needs, and not to the broad range of health problems in Tennessee. See the State Agency recommendation for FY 1967 Proposal Number Ten for further comments.

FISCAL YEAR 1966 PROPOSAL NUMBER EIGHTEEN

Program Identification

"Public Dental Health Education by Television," conducted by the Department of Broadcasting Services at The University of Tennessee by Dr. Kenneth D. Wright, Assistant Dean of University Extension. Funding: federal--$9,000.00; non-federal--$3,465.34; total--$12,465.34. Cooperating agencies: The University of Tennessee College of Dentistry, WKNO-TV in Memphis, and the Tennessee State Dental Association.

Statement of the Problem

Dental health is a large and growing problem in Tennessee; in rural and urban areas alike there is a widespread incidence of poor dental health.

Program Objectives

The objectives of this program are: (1) to make people at home more aware of the various aspects of oral hygiene; and (2) to encourage them to initiate and continue good dental health care at home.

Program Activities

The project director and administrators in the College of Dentistry met in the fall of 1966 for preliminary planning. It was decided that the content of the programs would be on basic home dental care, utilizing much of the material that had been published by Dr. William H. Jolley in his weekly column, "Your Dentist Speaks," which has appeared in many Tennessee newspapers for several years. The project director agreed to do the research from the columns and from materials published by the American Dental Association, and to write the scripts. Dean Shailer Peterson of the College of Dentistry agreed to give overall supervision to the project, with special emphasis on the content. Dr. Jolley was designated as the coordinator for the faculty of the College of Dentistry and to serve as program host during the productions. All three men then appeared before two meetings of the Tennessee State Dental Association to arrange for that group to call on selected television stations to explain the project and to secure time for broadcasting.

All of these plans were followed and proved effective throughout the project. The research into dental health was done in the spring of 1967, and the series of scripts were written in July 1967. Then followed a long period of getting approval from every participating dentistry professor for the program in which he appeared, rewriting the scripts, and individual consultations. This was accomplished by October 1967, and was followed by preparation of visual aids, teaching materials, and production properties. The actual productions were placed on video tape during November and December 1967. The twelve tapes covered the following topics: (1) introduction to the series; (2) proper diet for dental health; (3) proper tooth brushing; (4) prevention of tooth decay;

(5) care of children's teeth; (6) preventive orthodonics; (7) orthodonic treatment; (8) periodontal diseases; (9) accidents to the teeth; (10) root canal treatment; (11) oral cancer detection; and (12) careers in dentistry.

The finished tapes were delivered by WKNO-TV to the project director in February 1968, and contacts were made with television stations in the six cities of Tennessee which have stations during the spring of 1968. The twelve programs were broadcast as follows: (1) WREC-TV, Channel 3, Memphis, on "Good Morning from Memphis," between 7:00 and 7:50 a.m. every Wednesday from May 8 to July 24, 1968; (2) WSIX-TV, Channel 8, Nashville, 9:50 a.m. each weekday from May 16 to May 31, 1968; (3) WDEF-TV, Channel 12, Chattanooga, 8:55 a.m. each weekday from May 20 to June 4, 1968; (4) WJHL-TV, Channel 11, Johnson City, on "First Call," between 7:00 and 7:30 a.m. every Wednesday from May 8 to July 24, 1968; and (5) WBBJ-TV, Channel 7, Jackson, Mondays at 7:50 a.m. and Wednesdays at 12:10 p.m. from May 27 to August 14, 1968, with each program broadcast twice.

At the time of the completion of this report for the period ending June 30, 1968, WATE-TV, in Knoxville, has agreed to broadcast the series, but has not set the time. In addition, the State Director of Television agreed in a meeting in Nashville on August 8 to broadcast the programs on the two state-owned educational TV stations, WSJK-TV, Channel 2 in Knoxville, and the Station on Channel 11 in Lexington, sometime during the fall of 1968; he will also attempt to secure broadcast time on the educational stations in Nashville and Memphis, which are not owned by the State, but which have extensive cooperative agreements with the State television office. It seems reasonable to project a usage of the series of eight broadcasts for each program, with an audience conservatively estimated at 150,000 persons in Tennessee.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

This is by far the weakest area of the project, a fact that cannot be mitigated by the true statement that testing the effectiveness of the mass media is always difficult and often impossible. This project cannot identify the number of viewers, the character of the families who did watch the programs, or the degree of change in dental health habits which resulted from the instruction given on the program. Such research could be done, but at a cost far beyond the total cost of the entire project. The project director discussed all this thoroughly several times, and finally agreed to undertake the project in the full knowledge that evaluation would not be possible. But this is not all that needs to be said about using television as a means of reaching people in their homes for educational purposes.

There are hundreds of studies which attest to the effectiveness of television as a means of persuasion, and to the great number of hours that the average family watches television. The scripts were written by an experienced broadcast writer, and the programs were produced by experienced people who understand the use of visual aids to emphasize points, the use of words and gestures to command attention, and the use of sight and sound to make an impact. With this product, then, considered as a professional communications job, and placed on large commercial stations which daily demand an audience of some 2,000,000 people, it seems reasonable to estimate that 150,000 people actually saw the programs, and fairly reasonable to assume that many of them did learn something important about dental care at home.

For the twelve programs in the series, there was an expenditure of $1,038.78 per program. Since it is estimated that each program will be broadcast at least eight times, this reduces the cost per program per broadcast to $129.85. At the very least, such a series on the mass medium of television will average 18,000 viewers each time it is broadcast, which results in the rather reliable figure of about $.07 for each person to see one program on dental health. Certainly it is proper to say that the project has resulted in placing before the people of Tennessee, of whatever number that might be estimated, a good amount of important material about oral hygiene, dental diseases, dental care, and the importance of good dental health. This is a positive value that, by any reasoning, had to be seen by a large number of people; and exposure to information must always precede any change in behavior.

State Agency Recommendation

From a review of the television scripts of the twelve programs and a preview of the twelve tapes by professionsls in dentistry and television, it is evident that these television programs were creditable professional productions. It would appear that this program was reasonably successful in attaining the program objectives, although it is very difficult to measure the actual impact of such a program. It is hoped that many of these tapes will enjoy further usage in Tennessee and surrounding areas. The State Agency staff would recommend that any future programs in dental health be directed toward specific community needs. The State Agency staff would further recommend that any additional use of television broadcasting in Title I programs be directed toward specific problems where results can be measured in a more definitive manner. It would also be desirable to combine television with other methods in a comprehensive program design.

FISCAL YEAR 1967 PROPOSAL NUMBER ONE

Program Identification

"An Inservice Training Program for School Board Members in Tennessee," conducted by the College of Education at The University of Tennessee by Dr. Dewey H. Stollar, Professor of Educational Administration and Supervision. Funding: federal--$47,212.00; non-federal--$15,737.34; total--$62,949.34. Cooperating agencies and institutions: Tennessee Association of School Administrators, Tennessee School Board Association, Austin Peay State University, East Tennessee State University, George Peabody College for Teachers, Memphis State University, Middle Tennessee State University, Tennessee Agricultural and Industrial State University, Tennessee Technological University, The University of Chattanooga, and The University of Tennessee at Martin. (A continuation of FY 1966 Proposal Number Two.)

Statement of the Problem

In many Tennessee communities the elected representatives of the people, the school board members, are not carrying out their responsibilities to their communities or to the children. Many superintendents listed the board of education as the major obstacle to carrying out their jobs in a professional manner. Some school board members felt that their jobs were political patronage posts, and many of them sought election to the board to represent special segments of the community. Many school boards spend a good deal of their time considering petty details rather than the fundamental problems of the schools. These and related information lead to the conclusion that one of the most serious problems of the public schools in many communities may be the irresponsibility or ineffective behavior of their school boards.

Program Objectives

The objectives of this proposal are to help school board members: (1) to understand more fully their role in educational policy making; (2) to understand more clearly the issues facing educators in Tennessee, the region, the nation, and the world today; (3) to develop better understanding of professional relationships of boards of education with superintendents, other professional staff members, non-professional staff members, students, citizens, etc.; (4) to understand more fully the scope and sequence of curriculum change to meet present and future educational needs of Tennessee's present and future generations; (5) to understand more fully the financing of education in Tennessee; (6) to understand more fully the changing role of teacher organizations and the development of negotiations; (7) to understand more fully the legal functions and scope of the board of education's role and responsibility; (8) to understand the expanding role of the Federal Government in local education decisions; and (9) to understand more fully the fiscally dependent board of education's relationship to other governmental agencies.

Program Activities

The fall series of inservice training programs were held during October-November 1967 in fourteen locations across the State. A total of 342 school board members and superintendents attended the fall series at the following locations: Centerville High School, Hickman County, on October 9; Dickson High School, Dickson County, on October 10; Shelbyville Central High School, Bedford County, on October 11; Watertown High School, Watertown, On October 16; West Sparta Elementary School, Sparta, on October 17; Rhea Central High School, Dayton, on October 18; Fort Craig Elementary School, Maryville, on October 19; South Harriman Elementary School, Harriman, on October 23; Cocke County High School, Newport, on October 24; Jonesboro High School, Washington County, on October 25; Humboldt High School, Humboldt, on October 30; Selmer Elementary School, McNair County, on October 31; McKenzie High School, McKenzie, on November 1; and Somerville Elementary School, Fayette County, on November 6.

The four topics of these workshops were: (1) developing written professional personnel policies; (2) the evaluation of professional personnel; (3) professional personnel policies; and (4) why written school board policies.

Between the fall 1967 and spring 1968 regional meetings, no meetings were held because of inclement weather. Three special interest clinics were conducted as a part of the State Joint Convention of the Tennessee School Board Association and the Tennessee Association of School Administrators. These special interest clinics were devoted to education programs for the disadvantaged, staff personnel evaluation and appraisal, and educational implications of a recent court decision. (No information has been furnished on dates, locations, and attendance at these clinics.)

A total of 236 school board members and superintendents attended the spring 1968 inservice training programs at the following locations: Marshall County High School, Lewisburg, on March 18; Springfield Junior High School, Springfield, on March 19; DeKalb County High School, Smithville, on March 20; Farm Bureau Building, Trenton, on March 25; Bolivar High School, Bolivar, on March 26; Holiday Hills Motel, Cleveland, on April 15; West Green High School, Mosheim, on April 16; and North Clinton Elementary School, Clinton, on April 17.

The general theme of these meetings was school finance, covering these topics: (1) state and local finance, including the components and requirements of the minimum school program, components of capital outlay program, special State aid programs, and local and State sources of revenue; (2) rankings of Tennessee school systems, including comparative analysis of major expenditures and effective tax rate and estimate time values; and (3) financial innovations, including project performance budgeting, fiscal incentive aid programs, weighing factors, investment of idle funds, programmed budgets, unique tax sources, efficiency index, and size-cost relationships.

During this period, two volumes of Sample School Board Policies were developed in cooperation with the Tennessee School Board Association and the Tennessee Education Association. Copies of these two volumes were distributed to each school superintendent and to the chairman of each board of education. Volume I contains samples of policies on educational philosophy, code of ethics (board), organization and structure, and professional personnel; Volume II contains samples of policies on non-certified personnel, pupil personnel, instructions, business and operational procedures, and school-community relations. Each school board has also been furnished a library of current, pertinent literature.

Planning has been completed for a summer conference on collective negotiations to be held in Nashville on July 28-29, 1968. Anticipated activities for the next academic year will center around the development of simulated and videotaped materials on collective negotiations for use by school board members and superintendents.

Program Status

The completion date for this program has been extended to June 30, 1969.

Institutional Evaluation

Each fall workshop was primarily devoted to a panel presentation on personnel policies, with panel members from the Tennessee School Board Association, the Tennessee Education Association, the State Department of Education, and The University of Tennessee. Area superintendents participated as interrogators, and audience participation was invited at each session.

The assessment was designed to measure: (1) information which the various subsets of the participant group were able to secure from the panel presentations, (2) their overall reaction to the sessions, and (3) suggestions for future sessions. Each participant in the session was asked to respond to an assessment instrument containing professional and biographical questions and a fifteen-item true-false test. Analyses were made by subsets based on the professional and biographical data collected. One hundred and seventy-four responses were included in the analysis. The responses to the true-false items were analyzed by type of school district represented--county, city, and special--and by type of participants--school board member, or superintendent and others.

The chi square technique was used to determine whether a significant difference existed item by item between the responses of persons from the three types of districts--city, county, and special--when compared two at a time. All data were checked for significance at the .05 level of confidence. When the comparison of true-false responses were made between participants from city and county districts, it was found that a significant difference existed in two items--"Specific job description may become board policy" (item 9) and "The board should not involve the professional staff at all in preparation of policy statements" (item 12). The expected answer to item nine was false and to item twelve was false. Item nine was marked false by 30.34 percent of respondents from city districts, but only 12.64 percent of respondents from county districts. Item twelve was marked false by 95.51 percent of respondents from city districts, but by only 82.18 percent of respondents from county districts. No significant differences existed when the responses were compared between county and special school districts or between city and special school districts.

A categorization by type of position--school board members versus superintendent and others--produced four items to which responses were significantly different. Again item twelve was included. Item two, three, and seven were also included. These items are: (1) "Complete familiarity with each job role is no longer a characteristic of a superintendent and school board" (item 2); (2) "Job descriptions are of little value in determining the base for needed evaluation and appraisal programs in school systems" (item 3); and (3) The board has little responsibility for developing definite operational policies" (item 7). The fact that these significant differences do exist in subsets of the total participant group indicates that interpretations, if not basic philosophies, relative to personnel policies and public schools are present. The greatest number of differences showed up where comparison was made between school board members and superintendents and other participants. This may well represent the differences between the professional educator on one hand and lay board members on the other.

When the participants from the county school districts were requested to provide an overall analysis of the program, 85.63 percent indicated the session was "very helpful," with 10.92 percent saying it was "of some value." No one said it was "of little value" or "of no value." Eighty-three percent of the city school district personnel rated the session "very helpful," 13.48 percent gave a rating "of some value" and 1.12 percent rated the session "of little value." Special district representatives rated the session "very helpful" 83.33 percent of the time, and "of some value" 16.67 percent of the time. When classified by position, 84.26 percent of the school board members and 86.17 percent of the superintendents and others rated the session "very helpful." More than 11 percent of the board members rated the session "of some value." For the same item, superintendents and others gave a rating of 13.83 percent. Less than one percent of the school board members rated the sessions "of little value" and no one ranked them "of no value."

Participants in the spring series of the meetings were asked to make a subjective evaluation of the program. They were asked to respond to the following questions: (1) What is your general opinion of the Spring Meeting? (2) Do you feel that additional sessions in the area of finance are needed? If so, what should be included in the session? Evaluation forms were returned by 210 participants. No statistical treatment of the responses was attempted. Typical of the responses to the first question were the following comments: "very helpful," "very informative and well presented," "data good--speakers good," "one of our better meetings," and "interesting and useful meeting." In response to question number two, it was generally felt that additional sessions were needed. Some participants suggested that representatives of locally responsible fiscal bodies be invited to any future session on finance.

State Agency Recommendation

Considering the program content, the results of the participant evaluation, the Statewide scope of these inservice training programs, the competencies of the staff and consultants, the State Agency staff's on-the-spot personal evaluation, and the participation of the cooperating institutions and agencies, it is apparent that this particular community service program can, potentially, have a great impact on the improvement of the public school system in Tennessee. This program has been effective and practical because it was tailored to meet the needs of the participant group. It is recommended that, upon completion of this program, the project director furnish the State Agency with a comprehensive institutional evaluation which assesses the overall effectiveness and impact of this program across the State.

The Tennessee School Board Association has been revitalized; and the school board members and superintendents, whose policies and administrative procedures chart the course of the public school systems, have been provided with pertinent information about the most recent trends in education. In addition, sample school board policies were published for use in the development of written school board policies for the 150 school systems in Tennessee.

This program has made a significant step in attaining the stated objectives and was largely successful in achieving the desired participation; it was somewhat difficult to secure perfect participation since school board members and superintendents in the more benighted counties were inclined not to attend. Overall, the institutional capability of the ten participating colleges and universities was adequate. Once these Statewide programs are completed next year, the information and materials developed should be applied to specific school districts to improve their policy making and administrative functions. For example, a demonstration designed to develop proper superintendent-school board relations and thereby improve the educational system in Smithville-DeKalb County in cooperation with the Model Cities program would be valuable as a next step in relation to the priorities from the State Plan.

FISCAL YEAR 1967 PROPOSAL NUMBER TWO

Program Identification

"Technical Assistance to Tennessee Municipal Officials," conducted by the Municipal Technical Advisory Service at The University of Tennessee by Dr. Victor C. Hobday, Executive Director of MTAS. Funding: federal--$30,000.00; non-federal--$10,520.49; total--$40,520.49. Cooperating agency: Tennessee Municipal League. (A continuation of FY 1966 Proposal Number Nineteen.)

Statement of the Problem

Municipal officials need technical assistance in operating municipal governments and in solving the many problems involved in such operations.

Program Objective

The purpose of this program is to provide the necessary technical assistance through a field staff, especially in the areas of management, law enforcement, accounting, tax assessment, financial administration, public works, utilities, annexation, suburban fringe problems, and the like.

Program Activities

In addition to the activities listed in the Progress and Evaluation Report (dated August 3, 1967), the following activities were completed since June 30, 1967. This program, from that date through September 30, 1967, included the following activities. The municipal consultants provided technical assistance through field visits, correspondence, telephone communications, and conferences. During the three-month period, they made 95 field visits. Matters discussed included the following (figures in parentheses indicate number of cities, if more than one): employees' protests for pay; annual budget (3); merit system; assessment increases to increase property taxes (2); pay of city employees (3); annexation (9); fire protection in annexed areas; filling vacancy on council (2); improvement of driveways into streets; industrial development (3); state-shared taxes (3); street improvements by contract with county; federal assistance for sewers (2); workable program recertification (2); code enforcement (4); municipal revenues (3); resurfacing streets; stream pollution; relations with utility district (4); sanitary sewer system (15); subdivision development; recreational facilities; financial reporting; municipal tort liability; purchasing; annual audit; tax billing; land acquisition for schools and police and fire stations; new water supply source; expansion of water system (10); offenses by young people; municipal bus operation; workmen's compensation insurance; urban renewal (2); review consultants' proposals for classification study; charter revision; court limitation on police procedures; regulation of trailers; street improvements (8); personnel problems; disposition of junk autos; local sales tax; street lights; public housing; planning; traffic control; war on poverty; municipal gas system;

prevention of floods; special census; planning capital improvements; special assessments; municipal liability insurance; data processing for equipment maintenance; incorporation as a city (2); and consolidation of two cities.

More extensive research-type assistance was completed on the following matters: information on forms of municipal government; position description for building inspector; control of traffic near school; organization of municipal government; annexation; financing annual budget; and employees' pay plan.

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

City governments unquestionably play a major role in the "solution of community problems in rural, urban, or suburban areas, . . . (particularly) urban and suburban problems." Considering the wide experience of the federal government and consulting firms in providing technical assistance in many fields, the value of such technical assistance, if competent, should be beyond any question. MTAS has been providing such assistance to Tennessee municipalities since 1950, with strong support from state and municipal officials for several budgetary increases. Operating primarily from one office, on the campus of The University of Tennessee, imposed some limitations because of the geographic extent of the State; so with the available Title I funds, it was decided to carry these services to the field through a staff of direct consultants (six districts have been established, with four of the consultants under the Title I program). This has been so favorably received that the State Legislature, in its 1967 session, at the request of the Tennessee Municipal League, doubled MTAS' appropriation for the 1967-69 biennium to permit further expansion of the staff.

Beginning about mid-February 1967, the four Title I consultants on their field visits have left a questionnaire with key municipal officials, to be mailed by them to the MTAS office at Knoxville. In the three-month period, five of these were returned; two checked "has extremely high potential value and is a service urgently needed," two checked "has reasonably effective value and is a needed service," and one checked both of these options. One respondent commented, "I find this program is very helpful to a small town." Another example illustrating the value of the programs being carried out by MTAS is quoted from a city commissioner: "You may be interested to know that the Public Works Department budget decreased approximately $50,000 in 1967-68 as compared with 1966-67. This is in spite of the fact that nearly one-half million dollars in personal raises had been given. It could easily be stated that the efforts of the Memphis MTAS team, working in conjunction with my staff, have saved the taxpayers of Memphis $250,000 annually. In the day of rising municipal costs, this contribution is most significant."

State Agency Recommendation

From a review of the list of services rendered by MTAS through field visits, correspondence, telephone communications, conferences, and more extensive research-type assistance, it is evident that this Statewide program has been successful in attaining the stated program objective. Certainly a similar organization in every state would contribute materially to efforts to improve municipal government administration; and without a doubt, an organization such as MTAS, with its legislative fiat and Statewide competencies, is well qualified to provide the type of assistance envisioned in the Title I legislation.

The State Agency recognizes the difficulty in evaluating the true effective impact (in hard dollars and cents) Title I has had on the solution of the problem stated in this proposal. MTAS has to date obtained the second largest grant from Title I funds, 14 percent, and has provided one of the few programs in Tennessee which is considered to be Statewide. It has the potential for continuing benefits to the communities and to Tennessee in a "multiplier effect."

It is encouraging to note that the value of MTAS is continually recognized by the Tennessee General Assembly through its increasing appropriations for MTAS operations. It is hoped that the present level of operations of MTAS can be maintained and increased when Title I funds are no longer available. The State Agency staff would recommend to the State Advisory Council that this program be favorably considered for funding in FY 1968. (This program was continued as FY 1968 Proposal Number Eight.)

FISCAL YEAR 1967 PRPOOSAL NUMBER FIVE

Program Identification

"Applied Community Leadership Through Programming," conducted at Knoxville College by Mr. Charles W. Williamson, Jr., Instructor in Sociology. Funding: federal--$5,250.00; non-federal--$1,750.00; total--$7,000.00. Cooperating agencies: Knoxville-Knox County Community Action Committee, Aluminum Company of America, Rohm-Haas Company, and Dempster Dumpster Manufacturers. (This program, as amended, is a continuation of FY 1966 Proposal Number Four.)

Statement of the Problem

Resident in the community are many Negro individuals who occupy positions and offices of leadership but who are unable or unequipped to utilize basic leadership skills effectively in carrying out their responsibilities. Resident in the community, also, are individuals who aspire to positions of leadership but who are unable to realize such personal goals because of their unpreparedness. Knoxville needs the full services of these individuals. The FY 1966 program on developing skills of community leadership graduated 23 participants. Now there is the problem of applying classroom-learned skills to practical situations.

Program Objective

The objective of this program is to apply classroom skills in community leadership to practical situations by involving these potential leaders with various community groups in an effort to work cooperatively toward the solution of specific community problems, such as housing, consumer education, and neighborhood and housing clean-up campaigns. In such an approach to problem solving, it will be necessary to utilize other community resources to help meet the needs considered in this program.

Program Activities

During the period covered in this evaluation, Knoxville College and The State Agency for Title I agreed to change the dates of this program. Therefore, only several planning sessions were scheduled. Visits were made to the offices of the Mayor of the City of Knoxville, Director of Greater Knoxville Chamber of Commerce, industrial leaders in the Knoxville area, and the Knoxville-Knox County Community Action Committee. All of these offices have agreed to assist the program, eigher by helping to identify specific problem areas or in an advisory capacity. Twenty-three graduates of the leadership training program will be given an orientation prior to the beginning of their program activities. The first official meeting is scheduled for September 5, 1968. Six "listen-in-sessions" will be established in these six strategic locations within the cities of Knoxville and Alcoa with existing and/or new community organizations: one in Alcoa and five in Knoxville (Mechanicsville, Lonsdale, Wilson Avenue, Five Points, and West Knoxville). The primary focus of this proposal is to organize small groups of community citizens, in which the 23 previously enrolled members will have opportunities to use their leadership skills in problem solving settings.

Program Status

This entire program was amended, and the commencement date was changed to July 1, 1968; the date of completion was changed to June 30, 1969. No activities were conducted prior to June 30, 1968.

Institutional Evaluation

The evaluation techniques will include: (1) attitude inventories; and (2) observation schedules.

State Agency Recommendation

Since this amended program was approved to begin July 1, 1968, it is not possible to make a recommendation. This proposal will attempt to assist in the solution of identified community problems in applying (through an action program) the leadership skills of Negroes to practical situations. The State Agency staff plans to visit several of these sessions to assess their impact and effectiveness. It is trusted that a final comprehensive evaluation will be submitted to the State Agency upon the completion of this program. Hopefully, this evaluation will assess how effectively this program has met the stated program objective. Should this program prove successful, it could be developed in other areas of Tennessee.

FISCAL YEAR 1967 PROPOSAL NUMBER SIX

Program Identification

"Business and Economic Forum," conducted at Austin Peay State University by Mr. Glenn S. Gentry, Chairman, Department of Business. Funding: federal--$2,400.00; non-federal--$800.00; total--$3,200.00. (A continuation of FY 1966 Proposal Number Seven.)

Statement of the Problem

The problem is that there is no systematic method of communication in the Austin Peay State University service area to bring economic thought and trends, both theoretical and practical, to business leaders, the general public, and students.

Program Objective

The objective of this program is to update and stimulate the economic thinking of business and non-business leaders in this upper Middle Tennessee area.

Program Activities

For this FY 1967 proposal, four forums were planned in the areas of consumer affairs, problems in distribution of goods, accounting problems with emphasis on taxation, and economic concepts. None of these forums were conducted prior to June 30, 1967.) The first forum, entitled "Communications in the Space Age," was conducted at Austin Peay State University on November 20, 1967. The topics in this lecture included: (1) the new English; (2) challenge of change in communications; (3) space-age communications and its impact on education; and (4) the most important four-letter word in space-age communications. This lecture, because of its size, had little audience participation. It was estimated that approximately 550 persons attended the all-day forum. The second forum, entitled "Consumer Concerns: Today and Tomorrow and Franchising in the Fast Food Field in the 1960's," was conducted at Austin Peay State University on March 28, 1968. This lecture was well attended by businessmen in the community, Austin Peay State University faculty members, and University students on a space-available basis. An estimate of the attendance ranged from seventy-five to one hundred and sixty.

The third program, entitled "Taxation and the Tax Base," was conducted at Austin Peay State University on April 18, 1968. The central theme of this program was better to acquaint local citizens and students with the problems involved in local and State government financing. The topics for this lecture included: (1) the city viewpoint; (2) the county problem; (3) the State level; and (4) the taxpayer. This lecture was also well attended with approximately 170 people. The participants attending the series were primarily students and faculty from the high school and University level, along with officials from State offices and local businessmen. The fourth forum in this series had not been conducted by June 30, 1968; it is scheduled for the middle of January 1969 on federal taxation.

Program Status

This program was scheduled to begin on May 1, 1967; the completion date was extended until January 31, 1969.

Institutional Evaluation

The participants of each forum will be given an opportunity to make an evaluation of each forum. The evaluation will be made by those in attendance and by a joint committee composed of University faculty members and members of the Clarksville-Montgomery County Chamber of Commerce.

State Agency Recommendation

From an appraisal of the progress reports, with their dearth of participant and institutional evaluation, it is difficult for the State Agency staff to ascertain how the specific aspects and functions of these forums were related to identifiable community service programs designed to aid in the solution of specific, identified community problems. The State Agency staff would recommend to the State Advisory Council that, after the completion of the fourth scheduled forum, this program be fully evaluated before any future funding consideration is given to any similar programs established on an ad hoc basis. Two of the completed forums do appear to meet the stated program objective. Business and non-business leaders in Clarksville can benefit from comprehensive public service programs which can be developed by the expertise at Austin Peay State University. It is trusted that a complete, cogent evaluation will be submitted to the State Agency following the completion of the fourth forum.

FISCAL YEAR 1967 PROPOSAL NUMBER SEVEN

Program Identification

"Expansion of Institute of Urban Development," conducted at Memphis State University by Mr. Paul R. Lowry, Director, Bureau of Business and Economic Research. Funding: federal--$18,519.00; non-federal--$6,173.00; total--$24,692.00. Cooperating agencies: State Division for Industrial Development; Northwest Tennessee Economic Development Council (OEO); West Tennessee Industrial Association; Memphis-Shelby County Planning Commission; Harland Bartholomew and Associates: Shelby County Quarterly Court; officials of the City of Memphis hospitals; and Shelby County Property Assessor's Office. (A continuation of FY 1966 Proposal Number Nine.)

Statement of the Problem

A need exists in the urban area of Shelby County and other West Tennessee counties for additional adult education in community problems and training of professional and sub-professional personnel in the method of identifying and dealing with community problems.

Program Objectives

The objectives of this proposal are: (1) to designate and develop programs that will lead to additional personnel trained in urban and community problems, including refresher courses for personnel in public administration and urban planning, and seminars on community problems; and (2) to make a continuing study of the community needs in education and training programs that will assist the West Tennessee communities in their social and economic growth.

Program Activities

The first program developed under this proposal was entitled, "Northwest Tennessee Regional Economic Development Conference," conducted at Ellington Hall at Reelfoot Lake on July 26, 1967. The topics included: (1) major State and federal programs and their use; (2) Memphis State's interest in service to the region; (3) Memphis State's program for continuing studies; and (4) the State's industrial development programs and its relationship to local and regional development groups. This was a seminar to emphasize the use of federal and State programs in the economic development of Northwest Tennessee. It was attended by approximately 89 participants, primarily local government officials and civic leaders in 23 towns, including mayors, bankers, aldermen, members of the chamber of commerce, industrialists, educators, and county judges and county court members. Selected federal and State programs of assistance in economic development were discussed in the areas of water and sewerage, industrial access roads, development of industrial sites, health facilities, libraries, airports, commercial and industrial financing, recreation, planning, industrial development, and technical asssitance.

On July 7-8, 1967, Memphis State University conducted a "Creative Writing Conference." This two-day conference used the lecture and demonstration methods of instruction, and was designed to stimulate the creative ability of youthful adults in writing. It was attended by 40 participants, but this attendance figure was not as high as expected. The greatest benefit derived from this conference was the simple proposition that those attending were stimulated to think about creative writing and self-education as a means of economic and cultural development.

On November 9, 1967, Memphis State University held its fifth annual Mid-South Business Outlook Conference, in cooperation with the College of Business Administration and the Bureau of Business and Economic Research. The topics discussed were: (1) the national economy; (2) Memphis and the Mid-South; (3) real estate and construction; and (4) retail trade. This conference was attended by 81 participants, primarily persons representing major manufacturing, financial, and sales institutions in Memphis and the Mid-South. Another 29 participants, staff members and graduate assistants from Memphis State University, attended on a space-available basis. The purpose of this program was to enlighten government, business, and management officials as to current and expected economic conditions in the State, the Mid-South, and the nation.

On January 25, 1968, Memphis State University conducted a "Seminar on Finance," in cooperation with the Bureau of Business and Economic Research. This seminar was designed to inform business and government leaders in the West Tennessee area on the effects of the devaluation of the British pound and current international monetary developments on the monetary market of the United States, and in particular, the meaning of these actions to the mortgage financing industry. Housing, previously identified as one of the critical community problems in West Tennessee, was one of the topics discussed at the finance seminar. The attendees, approximately 52, at this seminar were those persons primarily responsible for providing the financing to the private segment of housing in West Tennessee. Their actions and the development of their financing programs materially affect the amount of housing available for the people of West Tennessee. Those persons attending represented commercial banks, savings and loan associations, and universities.

The remainder of this program has been in the planning stage. No activities were conducted for the period from February 1, 1968, through the end of this reporting period, June 30, 1968. The Institute of Urban Development plans to hold four additional conferences during the next fiscal year. They include: (1) a demonstration project of neighborhood values, to run from October 1, 1968, to March 1, 1969, designed to train neighborhood leaders in methods of identifying their own problems, the influence of public construction on the values of neighborhoods, and the possible disruption of values caused by public programs; (2) an instruction program for supervisory personnel in the Memphis City hospitals, to run from June 17, 1968, to August 2, 1968, to design sociological instructional programs for white and non-white supervisory personnel to assist the hospitals in overcoming the apparent racial prejudices that now exist between predominantly white supervisory personnel and non-white technical and semi-technical employees of hospitals; (3) a seminar on the challenges of environmental planning, to be held on March 14, 1969, designed as an introduction of these working social sciences to the concept of overall economic planning; and (4) a sixth annual Mid-South Business Outlook Conference, to be held on November 13, 1968. In addition, other seminars and courses will be developed as community problems are identified and methods of dealing with the problems are determined.

Program Status

This program was amended with the commencement date set as July 1, 1967, and the new completion date set at June 30, 1969.

Institutional Evaluation

The evaluative comments on the completed programs as reported in the institution's progress reports are as follows. The "Northwest Tennessee Regional Economic Development Conference" was well attended; the attendees participated in a discussion of programs and it was evident from the questions and comments that a conference of this type serves a most important purpose of focusing attention on the use of State and federal programs in community economic growth.

In the "Creative Writing Conference," the attendance and participation was not as high as expected. The participation and enthusiasm of those attending indicated an interest in the program. However, the short period of the conference made it very difficult to determine if the attendees really absorbed enough of the material presented to be of great benefit in the future. The greatest benefit of the conference was the simple proposition that those attending were stimulated to think about creative writing and self-education as a means of economic and cultural development. The theme of the conference to materialism--"That if you want badly enough to keep up with the Joneses you will become educated in spite of yourself"--was effective as an incentive to those attending to better themselves economically and culturally. In the final evaluation it was apparent that two of the staff lecturers could have been better organized in their presentation. If any future conference of this type is held, it would be well to ask for an outline in advance of the conference and require that the lecturer be committed to a direction and follow it. It is obvious that this program did not meet the planned objectives, and the value of the total program is questionable. This program and any other program of similar content will not be repeated.

In the fifth annual Mid-South Business Outlook Conference, it was apparent from the increased attendance that business and government leaders are relying more and more on the data developed to help them in planning production and financial programs that will lead to greater economic development and more efficient utilization of their work force. Comments from three participants follow. "Congratulations! I thought your 'Business Outlook' conference was excellent. Your performers were splendid, and they dispensed some mighty interesting and useful information. I feel as though I was very much benefitted by my attendance and am grateful for the privilege." "I found the conference to be both an informative and stimulating experience. You and your staff are to be congratulated on the fine job you did in sponsoring this meeting." "I enjoyed the Outlook Conference greatly and appreciated your invitation. The quality of the entire program was excellent."

No evaluative comments were submitted on the "Seminar on Finance." Memphis State University indicated that the publicity and evaluation of this seminar would be included in the annual progress report. (This report has not been received.)

On the proposed future program projects, Memphis State University indicated that, for the demonstration project of neighborhood values, the evaluation procedure will be by in-depth interview of conference participants with follow-up interviews of residents in the demonstration neighborhood to test the validity of neighborhood values expressed by conference leaders and conference participants. For the other three proposed activities, Memphis State University will include an evaluation by each participant as to the fulfillment of the objectives of the program. This participant evaluation will be made in the form of answers to a questionnaire prepared by the project staff designed to test the attitude of the participants toward the subject matter of the programs and their acceptance of the idea and/or techniques presented. An evaluation will also be made by each conference lecturer or leader.

State Agency Recommendation

For the completed activities evaluated in this report, Memphis State University has not furnished the State Agency with any comprehensive formal participant or institutional evaluation. From an appraisal of the progress reports, it is difficult for the State Agency staff to ascertain whether the specific aspects and functions of the Institute have met the stated program objectives. It is trusted that the final evaluation will give a comprehensive assessment of the value of this proposal in leading to additional personnel trained in urban and community problems and in developing meaningful training programs to assist the communities in West Tennessee in their social and economic growth.

It is recommended that any State Agency consideration of future proposals submitted by the now-established Institute of Urban Development be conditioned upon the receipt of the final evaluation mentioned above. New individual projects which are directed toward the solution of specific, identified community problems are encouraged, and such proposals should be given State Agency funding consideration based on the program's merits; Title I funds should not be granted carte blanche to the Institute without the program specifics being clearly spelled out in any future proposal.

FISCAL YEAR 1967 PROPOSAL NUMBER EIGHT

Program Identification

"Regional Economic Development Program," conducted at East Tennessee State University by Dr. Fred McCune, Dean of Continuing Education. Funding: federal--$1,930.81; non-federal--$643.60; total--$2,574.41. Cooperating agencies: Local Chamber of Commerce, and the First Economic Development District in East Tennessee. (A continuation of FY 1966 Proposal Number Ten.)

Statement of the Problem

The Tri-Cities and Tri-State area is located in the heart of the Appalachian region, which has been working to achieve a higher level of economic development and the reduction of poverty. If a program of economic development is to be effective, it is felt that every community will need local leaders who understand the nature of economic problems and can make an intelligent and realistic approach toward their solution.

Program Objectives

This program is designed for community leaders who have an interest and some responsibility for dealing with programs for economic development. Efforts will be made to examine these problems in a realistic manner, and to make an honest evaluation of the present and proposed policies. The study of these problems within an academic environment should improve the ability of local leaders in developing sound programs for economic development.

Program Activities

"Regional Economic Development," a special seminar, was offered from September 26, 1967, to December 12, 1967, by the Department of Economics at East Tennessee State University. Sessions were held one night each week from 7 p.m. to 9:45 p.m. for this twelve-week seminar series. This course attracted 18 participants (five for graduate credit), including a staff director, program leader, and an extension agent from the V.P.I. Extension Division, a financial analyst, an engineer, an industrial commissioner, and several employees of local newspapers. The program content included a review of principles and theories of economic development, plus an examination and analysis of the major aspects of local economy and basic problems which have retarded economic growth. The topics included: (1) national economic growth; (2) economic growth in the Appalachian region; (3) transportation and economic development; (4) economic development in Tennessee; (5) First Economic Development District; (6) Small Business Administration lecture; (7) input-output study for the State of Tennessee; (8) National Teachers Corps; and (8) tourism and recreation.

This seminar encouraged considerable discussion and participation among those attending. Selected speakers from the University faculty and local organizations dealing with economic problems discussed particular aspects of the economy and related problems. The materials used included writings on economic growth and development (both books and journals), as well as current studies regarding the economy of the Appalachian area in general and the Tri-Cities area in particular.

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

For the most part, it would appear that the objectives of the program were accomplished. It seems likely that the participants were stimulated to a greater interest in the economic development of this area, and that they have been made aware of some of the major problems and possible approaches for dealing with these problems. While these objectives are modest, they would seem to be of considerable importance and a necessary beginning for preparing community leaders to participate in programs of economic development.

Evaluation forms have been mailed to each participant. Since these were not sent until after the beginning of 1968 Winter Quarter, most of the completed forms have not yet been returned. However, judging on the basis of those that have been received, and from verbal comments, it appears that most participants were well satisfied with the seminar. In fact, several persons have indicated a desire to see the program extended for a longer period, or at least to be repeated on an annual basis. The program was similar to that of 1966, with a number of important variations. More extensive use of outside speakers featured the 1967 program. The persons who participated in the 1967 program constituted a diversified but very interesting group. Group discussion, particularly following a lecture, proved very beneficial. It is also felt that contact and exchange of ideas among the groups and between community leaders and graduate students has been extremely valuable. In conclusion, consensus seems to be that the program was a worthwhile experience for all who participated.

State Agency Recommendation

East Tennessee State University has not submitted to the State Agency the results of the participant evaluation, taken from the evaluation forms, as mentioned above. It is evident from the graduate course content that this seminar was well planned and substantially met the stated program objectives. The State Agency feels that this was a valuable proposal, and no question is raised regarding the academic aspects of the program. There was less than desired participation for the course. There are no plans to continue this type of program with Title I funds. The State Agency does not foresee any further steps in relation to the priorities of the Tennessee State Plan.

FISCAL YEAR 1967 PROPOSAL NUMBER NINE

Program Identification

"Institute on Pharmacological Therapeutic Alternatives," conducted at Meharry Medical College by Dr. Charles D. Proctor, Professor of Neuropharmacology. Funding: federal--$11,544.00; non-federal--$3,848.00; total--$15,392.00. (A continuation of FY 1966 Proposal Number Fifteen.)

Statement of the Problem

Considerable lag always exists between the advances resulting from research in the area of drug therapy and the application of these advances to clinical therapeutic utility. While such lag occurs to some extent in large urban medical centers, it is usually even greater in the rural areas and in poverty depressed districts of urban areas having a high population-to-physician ratio. In many instances the earliest critical assessments of the clinical therapeutic value and the mechanisms of action of pharmacological agents are made in medical schools and teaching hospitals. As these assessments are always undertaken in the frame of reference provided by the experience with older drugs, it follows that any new, useful pharmacological agency in a given area of therapeutics almost always represents a pharmacological therapeutic alternative to older agents in the same area. It is felt that exposing the practicing physicial from rural areas, and from urban districts with high population-physician ratio, to the early evaluation of pharmacological therapeutic alternatives made routinely and critically in a medical school would be of great value to the improvement of patient care in the communities in which these physicians serve. Several important aspects of the over-all management of cases of poisoning are related to such situations as they occur prior to contact of the poisoning victim with a physician. Examples of these aspects of the poisoning situation include: accurate contribution to the case history, rational first aid measures (e.g. knowledge of what to do and what not to do), and the often neglected, but extremely important preventive toxicology.

Program Objective

The current objective of this program is to make appropriate presentations on drug abuse and poisoning to groups of parents, teachers, and other groups that will provide them with helpful information on the poisoning situation and the untoward effects of psychotogenic (psychedelic) agents.

Program Activities

In addition to the activities listed in the Progrsss and Evaluation Report (dated August 3, 1967), the following activities were completed. "On the Need for Rationale in the Management of Poisoning Cases" was presented on May 10, 1967, to the Hubbard Hospital Licensed Practical Nurse's Association, and on May 24, 1967, to the Hubbard Hospital Registered Nurse's Association.

The content of the talk was modified in order to countenance the possible difference in the educational and/or professional preparation level of the licensed practical nurse as compared with the registered nurse. The presentations consisted of two parts: a talk and a discussion period. The talk covered common situational examples of poisoning, the utility of poison control centers, guidelines useful in collecting accurate, informative case history items in cases of poisoning, rational first aid measures for poisoning, the rationale for diagnostic criteria and therapeutic measures used in poisoning cases, and the like. The talk was illustrated with projector slides. Attendance at the two sessions consisted of 25 licensed practical nurses and 22 registered nurses.

"Chemicals That Can Affect the Functioning of the Mind" was presented before the Biology Club of Tennessee A. & I. State University on October 6, 1967; to three separate psychology classes at Fisk University on January 10, 11, and 13, 1968; to the weekly forum of the American Baptist Theological Seminary, Bordeauz (Metropolitan Nashville) on February 7, 1968; and to Fisk University Chemistry Club on the evening of May 16, 1968. The general format of this presentation was like that cited for presentations above. The topic was more specific, in that some of what is known about the untoward effects was discussed. Discussion was avidly participated in by students, faculty, and some lay members of the community who also attended. Attendance at these sessions was 50, 31, 25, 22, 108, and 15, which included students, faculty, and interested lay citizens.

"Psychedelic Agency" was the topic presented before an open forum convened by the Fisk University Psychology Club on December 5, 1967. Subject matter for this presentation was essentially that used for the October 6, 1967, presentation at Tennessee A. & I. State University. The general format differed in one essential, in that the presentation involved a panel discussion prior to the general discussion. A feature of this presentation included discussion of case histories of individuals who had suffered psychotoxicologic effects from the use of psychedelic drugs. Attendance consisted of about 150 college students, faculty members, and interested members of the general public.

"Relationship Between Psychedelic Drug Action and Possible Biologic Processes in Schizophrenic Reaction" was presented before the Biology Club of Tennessee A. & I. State University on January 19, 1968. It represented a more "indepth" structuring and correlation of what is known about the biologic basis of psychedelic drug action with the extant knowledge concerning biologic processes exerted in the non-drug psychosis present in schizophrenic reaction. As usual, session format consisted of a "lead" format presentation, illustrated with projector slides, followed by lengthy discussion period. Attendance consisted of 68 students and faculty members.

"Drug Abuse--Viewpoint" was the topic presented via television on station WSIX-TV, Channel 8, Nashville, at 10:45 p.m., February 4, 1968. The program consisted of an unrehearsed, 25-minute long, panel discussion of the subject of drug abuse entered into by three experts and a moderator. An estimate, based on the average viewing audience statistics for the Viewpoint program and provided by WSIX promotions department statistics division, would place the number of viewers in the neighborhood of 7,500 persons. These persons would consist mainly of adults and older adolescents. The presentation was prerecorded.

"Correlation of the Action of Psychedelic Agents with Biological Processes in Schizophrenic Reaction" was presented as a subject to the Nashville Chapter, the American Association of Registered Medical Technologists on February 6, 1968. Format and content of this program was very much like that presented in the third presentation above. More emphasis was placed on chemical and biological tests involved in the areas covered. In order more conveniently to demonstrate some of these tests, this session was held at Meharry Medical College. Thus, the kind of interest which this audience had in one of our programs, topic offerings were subserved in a practical way. Audience interest in the presentation was apparently quite marked. Audience participation numbered 62 persons, consisting of members and friends of the chapter.

"Untoward Actions of Drugs and Chemicals in the Community" was presented as a topic on February 9, 1968, to the "Tots and Teens" Parent's Club, a city-wide parent's organization of Nashville, Tennessee. Format of the program consisted of a lecture rendered by the author and illustrated by lantern slides, followed by a discussion period. The talk covered common situational examples of poisoning, information on the utility of poison control centers, guidelines for lay action in cases of poisoning, rational first aid measures in poisoning, prevention of poisoning, etc. The lengthy discussion period took up these things as well as consideration of psychological factors associated with accidental poisoning in children. Attendance was made up of 78 parents and teen-aged persons. Meharry Medical College was the site of this session. The same topic presented in the presentation above was presented to a joint meeting of the Home and School Associations of Cathedral High School and Cathedral Elementary School on February 13, 1968. Program format and content was just like that outlined for the presentation above. Considerable interest was manifested by a resolution request from the organization asking that we return for another session if possible. Attendance consisted of 102 parents and teachers.

"Poisoning in the Home" was the topic presented before a training session for the first group of neighborhood health aide trainees of the OEO-MAC Nashville Neighborhood Health Center (a project providing community health care that is managed by Meharry Medical College). This presentation was made on April 8, 1968, and ran from 10:00 a.m. to well past noon. Format of the program consisted of a one-hour-long lecture, illustrated by lantern slides, followed by an open "question and answer" type discussion participated in by the trainees, some center staff, and our own "operational" project staff. The talk covered common situational examples of poisoning, information on the utility of poison control centers, guidelines for lay action in cases of poisoning, rational first aid measures in poisoning, prevention of poisoning, etc. The lengthy discussion period took up these things as well as consideration of psychological factors associated with poisonings. Age span of the attendees (trainees) was wide, ranging from about 18 to ages in the "fifties." Educational level of the trainees also varied, ranging from high school "drop-outs," through high school, and including some college "drop-outs." Attendance consisted of 22 trainees and 5 center staff persons. Site for this program was the OEO-MAC Neighborhood Health Center.

"Psychedelic Agents in the Community" was the topic presented the evening of April 29, 1968, to the Home and School Association of Cathedral Elementary and High School, Nashville, Tennessee. The session lasted from 7:30 p.m. until 11:15 p.m. The presentation followed our usual format, i.e., it consisted of a lead lecture illustrated with projector slides and given by the author, followed by an open "question and answer type" discussion participated in by all present. Psychedelic agents were discussed in the lecture from the viewpoints of history, Pharmacological mechanism of action, case histories involving their abuse, their valid utility in research, and their impact upon the present-day community. The lecture lasted about fifty minutes, with the rest of the time taken up with the discussion. The meeting was held in the school auditorium and 42 parents, 11 teachers, and 2 priests were attendees.

This same topic was also presented at 8:00 p.m., May 13, 1968, at a meeting of the Home and School Association of the Holy Rosary School, Donelson (Metropolitan Nashville). Similarly, the discussion was "lively" and the interest in the subject matter was apparently very great. Discussion was terminated at 10:15 p.m. The presention was given in the school auditorium, with 48 parents, 12 teachers, and 2 priests in attendance.

"Psychedelic Drugs and the Community" was presented to the twenty-third annual national convention of the Chi Ta Phi Sorority, a national sorority of graduate registered nurses, from 12:30 to 3:00 p.m., June 29, 1968. The convention and our presentation at it were held in the Ramada Inn, Nashville, Tennessee. The format discussion period was arbitrarily terminated at 3:00 p.m. to allow for the convention to return to its regular business sessions. The interest engendered was apparently manifested by the "small group" of some twenty attendees who continued the discussion period until 3:35 p.m., when the call of duties at Hubbard Hospital allowed the author courteously to withdraw in "diplomatic deference" to the sorority convention business session, which had by then been well convened. One hundred-eight registered nurses, consisting of delegates to the sorority convention from 36 states, attended the presentation session. In addition, about ten registered nurses, who were not sorority members but who were guests of the sorority, also attended.

Program Status

This program has been extended through January 31, 1969.

Institutional Evaluation

The present report will present two kinds of evaluations: a final evaluation of the pharmacology institute held for physicians at Meharry Medical College, May 16-18, 1967; and a progress evaluation of the more recent phase of our program which, so to speak, "takes aspects of pharmacology into a broader base of the community" to nursing personnel, parents, teachers, etc. Hence, this section of the report will be divided into two appropriate sub-sections, the final evaluation of the pharmacology institute for physicians and a progress evaluation of the pharmacology institutes held in the community. These subsections follow.

Final Evaluation--Pharmacology Institute for Physicians: Concisely put, and with some over-simplification, the objective of the original institute for physicians was geared to reducing the drug therapy research and the application of these advances to clinical therapeutic utility in the community. The director sought, in planning for the convening of this program, to implement this objective by means of exposing a limited number of physicians, who practice in deprived population areas, to presentations of recent advances in important areas of drug therapy rendered by panelists expert in the areas selected. From the outset it was recognized that a true evaluation of whether or not there was an implementation of the desired goal was impossible to achieve. Such evaluation, requiring an incisive survey of the patient census served by the physicians in attendance at the institute was beyond the practical scope of this program. As a feasible alternative to such definitive analysis, it was attempted to evaluate what the institute attendance may have done positively for the physician's own knowledge in the topic areas covered. This evaluation, by inference only, presumes that the enhancement of the physician attendee's knowledge will "carry over" to an improved application to health care rendered by him in his community. In order to implement this less definitive (but more practical) evaluation of the degree of accomplishment of the stated goal, a questionnaire procedure was given to the program attendees in two parts, once at the beginning of the institute sessions proper and again approximately six months later. Multiple choice format was used in the questionnaires which sought to assess ability of the physician to make choices of drug therapeutic measures in relationship to selected illness categories. The questionnaires were designed to check the quality of the choices made in the light of advances recently made in the subject areas covered by the institute program. The second questionnaire was different from the first in detail but not in scope. Questionnaire technical detail material was prepared by the author and the final form was arranged, structured, checked for ambiguity and ease of question comprehension. Comparison of performance made by the attendees on the first, pre-institute questionnaire with that made on the second one taken about six months after the institute program, was used as an index to assess improvement in the knowledge of the attendees. Medical ethics has dictated that the questionnaires be taken by the attendees under conditions of strictest confidence, including the project director's agreement to keep even the testing instruments confidential. Results of the evaluation as as follows. Nineteen of the 27 physicians completed both questionnaires. Of these 19 attendees, 11 showed a marked enhancement of knowledge, and 8 showed a slight enhancement of knowledge. Of the 8 physicians who showed a slight enhancement of knowledge, 6 only "needed" a slight enhancement, while 2 would have desired a considerable enhancement of knowledge.

Progress Evaluation of Presentations of Pharmacology Institutes in the Community: During the present report period we have developed a questionnaire which the director attempted to use in evaluating each presentation given under the new program designed to "bring pertinent facts about pharmacology and/or toxicology" to selected groups in the community. The questionnaire consisted of three main questions, one of which was sub-divided into three sub-parts. The questions were designed to test the attendee's opinion of the presentation's contribution of new knowledge (to the attendee), utility of the presentation (for the attendee), and manner of delivery, organization, etc., (as these affected the attendee). In general, the director was heartened by the data obtained in the questionnaires. The total number (218) of participants completing the questionnaire were unanimous in agreeing that they obtained new knowledge and that what they learned would be helpful to them. About 56 percent of the attendees found the presentation was "not at all" too technical, while 44 percent felt the presentation was too technical "in parts." The data would appear to indicate that at least in the minds of our program attendees, the presentations rendered a real service. According to their thinking, the director presented most of them with new knowledge which has utility and in a way which was not a totally unintelligible rendering of important, technical subject matter.

State Agency Recommendation

Unfortunately, it still remains extremely difficult for the State Agency to discern the real effectiveness of the original pharmacology institute for physicians, since medical ethics has dictated that the test results and the test ing instruments remain confidential. Without a violation of confidence, it would appear valuable if a good, cogent institutional evaluation could be made to ascertain whether the program itself made any real impact on these professionals as determined by their future improved patient care. Again, it is hoped that the "multiplier effect" will prove genuinely to elevate the level of patient care.

Pertaining to the presentations of the community pharmacology institutes present to parents, teachers, nurses, college staff members and students, medical students, group workers, ministers, and other professionals, it is trusted that a good participant and institutional evaluation will be submitted to the State Agency with the final evaluation report. The State Agency staff would recommend to the State Advisory Council that any future funding consideration of community pharmacological institutes should be predicated upon the results of the requested formal evaluation of the effectiveness and impact of this program.

FISCAL YEAR 1967 PROPOSAL NUMBER TEN

Program Identification

"Cooperative Continuing Education in Medicine, Dentistry, Pharmacy, and Nursing Aimed at Community Health," conducted at The University of Tennessee Medical Units (Memphis) by Mr. Wallace H. Mayton, Jr., Director of Continuing Education. Funding: federal--$15,000.00; non-federal--$5,000.00; total--$20,000.00. Cooperating institutions: Vanderbilt University School of Medicine, Meharry Medical College, and The University of Tennessee Memorial Research Center and Hospital (Knoxville). (A continuation of FY 1966 Proposal Number Seventeen.)

Statement of the Problem

The people of the communities within the State need to receive the best of health care through the use of the latest methods in diagnostic treatment and procedures. Physicians, dentists, pharmacists, and nurses should be reached with the latest information on health problems of urban communities; diseases that are widely prevalent; new advances in mental health, cardiology, oral cancer; home and community nursing techniques; and pharmacological discoveries.

Program Objectives

The objectives of this proposal are: (1) to assure the best and latest health care to people of the community by offering the persons in the professions of medicine, dentistry, nursing, and pharmacy the opportunity to keep abreast of the latest developments in their respective fields; and (2) to assist the community hospitals in offering better service and treatment.

Program Activities

The two course offerings, "Medical Aspects of Sports," and "Medical Technology," reported in FY 1966 Proposal Number Seventeen, were partially funded under this program. A "Seminar in Pharmacy Administration" was offered in Chattanooga on May 2, 1968. This seminar was designed for the practicing pharmacists and their supporting personnel. This course included such topics as: (1) the drug wholesale and the community pharmacy; (2) the new perspectives in pharmaceutical practice; (3) promoting the prescription department of the community pharmacy; (4) merchandising is still important; (5) creating an image for your pharmacy through involvement in government health programs; (6) personnel training for the retail pharmacy. The course was attended by forty-eight practicing pharmacists.

Another course, "Chest Diseases--Diagnosis and Treatment," was offered at the Holston Valley Community Hospital, Kingsport, Tennessee, on June 5-7, 1968. It was designed for the physician in general practice to acquaint him with the basic principles and recent advances in the diagnosis and treatment of pulmonary diseases. The topics included: (1) chronic obstructive lung disease; (2) smoking and health; (3) treatment of respiratory insufficiency; (4) nonbacterial pneumonias; (5) bacterial pneumonias; (6) ventilatory assistance; (7) suppurative lung disease; (8) pleural effusions; (9) fungus diseases of the lung; and (10) chemoprophylaxis of tuberculosis. This course was attended by sixteen practicing physicians.

In the near future, programs in this Title I proposal will offer the following courses: (1) dermatology--to be offered at Columbia on August 21, 1968, and at Cookeville on August 22, 1968; (2) operative dentistry--to be offered at East Tennessee State University, Johnson City, on September 27, 1968; (3) rheumatoid arthritis--to be offered at The University of Tennessee Memorial Research Center and Hospital on September 27, 1968; (4) obstetrics and gynecology--to be offered at the Lincoln County hospital on October 16-17, 1968; (5) radiology--to be offered at The University of Tennessee Memorial Research Center and Hospital on October 31, 1968, and November 1, 1968; (6) occulsion as it relates to the oral system--to be offered at Paris Landing on March 24-28, 1969; (7) general dentistry --to be offered at East Tennessee State University on April 16-17, 1969; (8) clinical electrocardiography--to be offered at The University of Tennessee Memorial Research Center and Hospital on April 23-27, 1969; and (9) pharmacy seminar--to be offered at East Tennessee State University on May 8, 1969.

Program Status

Courses offered under this program should be completed by June 30, 1969.

Institutional Evaluation

Twenty evaluation questionnaires were returned regarding the seminar on pharmacy administration. Eighteen participants felt that the seminar was good or excellent. Several suggestions were stressed for improving the courses: (1) more academic material in relation to drugs and techniques; (2) stressing of prescription filling of new drugs, incompatibilities of drugs that a patient may be taking simultaneously, pharmacology of new drugs, side effects, and laws governing dispensing; (3) planning of four such programs--at least two of them in the East Tennessee area--and have the State of Tennessee take steps for the requirements of continuing education; (4) corresponding with Florida and other states that have continuing education requirements to see that The University of Tennessee courses qualify and, in the event that Tennessee has such requirements, that these will coincide with other state's requirements; (5) more information made available or more views expressed concerning third party drug payment; (6) more emphasis placed on modern business and merchandizing trends to keep the pharmacist up-to-date in his image; and (6) making this course mandatory.

Upon the completion of the various courses offered under this program, the participants will complete questionnaires on the value of the courses and their effectiveness of presentation and practicality, plus a critical analysis by the faculty.

State Agency Recommendation

From a review of the seminar topics completed by June 30, 1968, the individual courses appear to be well developed and practical in their presentation. It would appear that the program objectives are being achieved to some degree in the medical, dental, and pharmacy professions in the geographic areas where the courses are offered. No programs have been offered to nurses. The final evaluation of this program should indicate the effectiveness and impact of these courses on continuing education in the medical professions in Tennessee. This final assessment should also indicate the degree of success this proposal has had in establishing a Statewide system of continuing education for these professionals. There are no future plans under Title I to approve this specific type of approach to the solution of the problems of members of the medical and health professions.

FISCAL YEAR 1967 PROPOSAL NUMBER ELEVEN

Program Identification

"Family Services Bureau Development," conducted at Lambuth College by Dr. Frank W. Welch, Assistant Professor of Sociology. Funding: federal--$19,866.00; non-federal--$6,625.62; total--$26,491.62. Cooperating agencies: Tennessee Department of Social Welfare, Salvation Army, and the public school system. (A continuation of FY 1966 Proposal Number Fourteen.)

Statement of the Problem

Jackson-Madison County, as a growing urban area, has been unable to meet many increasing demands for services for families. The community has numerous problems (increasing divorce rate, increasing delinquency rate, and ever-present poverty) that could partially be solved by a coordinated agency with a family orientation. Families have little recourse unless they become troubled enough to reach welfare rolls, divorce courts, or criminal courts.

Program Objectives

The objectives of this proposal are: (1) to develop a general awareness of family needs and some means of helping families meet these needs; (2) to develop an awareness of the family's significance and importance in our culture; (3) to provide opportunities for community persons in leadership capacities to strengthen these resources through education; and (4) to establish temporarily a Family Service Association which will grow into a permanent agency to serve the needs of our citizens.

Program Activities

In addition to the activities listed in the Progress and Evaluation Report (dated August 3, 1967), the following activities were completed since June 30, 1967:

1. Organizational and planning meetings of the board of directors of the Jackson-Madison County Family Service Association were held on September 28, October 16, October 30, and November 27, 1967, and January 22, 1968.

2. A fourth "Family Service Conference" was held on November 16, 1967, with fifty-nine participants, including teachers, housewives, ministers, dieticians, social and welfare workers, nurses, kindergarten teachers, and civic club members. The topic was daycare centers, and four groups discussed: (1) the need and possible facilities for daycare centers; (2) volunteer workers; (3) financing daycare; and (4) professional workers.

3. A seminar in advanced clothing (tailoring) was conducted for two hours a week for ten weeks, beginning October 10, 1967. A group of ten housewives and teachers completed this seminar, which had as its main objective the completion of a coat or suit.

4. A series of four seminars on family life were conducted for two hours a week for ten weeks beginning March 11, 1968. Ten participants attended the seminar on parent and child relationships; fourteen attended the seminar on orientation in human relations; seven attended the seminar on family finance; twenty participants attended the seminar on preschool education.

5. A "Family Life Institute" was held on May 12-15, 1968, for a total of fourteen hours. The institute subject was "Up with Families" with these specific topics: (1) the church prepares youth for family living; (2) what youth wants to know; (3) exploring meaningful family relationships; (4) what are the values in maturity as opposed to price of immaturity; (5) adventures in effective family relations; (6) youth pressures and parental predicaments; and (7) parents and teenagers in search of mutual understanding. There were forty-eight adult participants, including ministers, housewives, teachers, social and welfare workers, and guidance counselors. A group of 90 students from Lambuth and Lane Colleges attended on a space-available basis.

6. The project director served as a consultant for approximately 35 civic, governmental, social, and religious organizations, including the State Department of Education, Optimist Club, Altrusa Club, and Pilot Club. Approximately 300 hours were spent in personal and marriage counseling.

Program Status

This program has been completed and the files have been closed.

Institutional Evaluation

An overwhelming majority of the people who participated in the program did so because they felt that the Family Life Education program would be helpful. Even though there were almost twice as many who participated in only one activity as there were who were involved in more than one activity, it appears that a considerable number of citizens were interested in many of the various family-community problems that were presented, examined, and discussed. The seminars, workshops, and conferences were all attended by fairly large groups. Hence, there will remain a definite need to continue with each of these programs, for they all generated a vast amount of community interest.

In relation to subject matter that was most relevant to the needs of the participants, there was a wide variation in response. For instance, practically every area that was discussed was beneficial to someone. However, the greatest relevancy, judged from the amount of concern and interest, was in the area of child development, adolescence (a pretty wide area), and family relationships. For some of the parents, there was a certain amount of beneficial advice that they procured from the discussions as to how they could better understand the behavior of their children. Also, being able to share experiences in group discussions served to aid parents as well as non-parents in understanding that other individuals have similar problems.

The Family Life Education program definitely pointed out some of the dilemmas of parenthood, adolescence, child development, marriage, pre-marital sex, etc. Even though many of the participants benefited from the topics discussed, many are still in need of certain know-how so that they can better perform their roles as parents. Many feel that they need to be involved in more programs and discussions so that they can gain a more acute insight into the nature of behavior patterns and family-community relationships. Overall, the program was considered above average by those who participated at one time or another during the past two years.

In evaluating comments made about the program, there seemed to be a general consensus that a program of the caliber of the Family Life Education program has been needed in the Jackson area for quite some time. Many of those involved in the program mentioned that they were extremely impressed by certain speakers and discussion leaders. Some felt that the over-all program was well-planned and well-staffed, whereas others felt that there was a need for more planning. Moreover, there was general agreement that the discussion groups were small enough to be effective; however, many felt that there was not enough time for group discussions and that there were not enough viewpoints expressed by Negroes in attendance. Finally, there were a wide variety of areas covered by well-informed, interested consultants which, judging from the comments, provided a stimulus among the participants to take a more active role in community and family affairs.

There were several suggestions made as to how the program could be improved or stimulated as it continued during the next several months. More publicity was mentioned by many of the participants. For example, they suggested that the program should be publicized on television, radio, and the newspaper in order to inform more citizens about the program. Also, information should be dispersed in housing developments and door-to-door, if at all possible. The element of the time and type of meetings was another major area of interest. Quarterly meetings with a continuity of theme, more programs during the summer, and more day-long workshops instead of three or four night sessions were all suggested. Furthermore, there were requests for an increase in seminars dealing with homemaking courses as well as requests for new seminar topics such as "Care for the Aged" and "The Alcoholic." Some people suggested that they would like to see some of the same speakers and discussion leaders return; on the other hand, some felt that the emphasis of the program should be changed and that new leaders should be invited. Discussion groups should be more frequent so that the consultant or discussion leader can spend more time with the groups. Also, the discussions should be ended on a more conclusive note so that there will be less theories and insignificant comments and more practical pragmatic solutions. Finally, and perhaps more important, the most common suggestion seems to be to continue the Family Life Education program so that more people can become involved and so that a greater awareness and understanding of the whole realm of human behavior can be reached.

It is never possible to determine the extent to which objectives in social improvement-type proposals are achieved. It is impossible due to the qualitative rather than quantitative nature of such proposals. It is believed that the objectives have begun to be realized. Newspaper articles on family life subjects are being written and carried by local newspapers. Churches are considering the inclusion of daycare facilities in their programs. Civic and social organizations are providing programs on family life for group members. If the age-old arguments used in supporting education are valid, the program's objectives have been realized. Now that participants are more aware of family needs and social changes which have been occurring, they will be better prepared and will make reasonable, relevant judgments necessary for the provision of these services.

State Agency Recommendation

From an appraisal of the participant and institutional evaluation and the outline of activities, it would appear that the Family Services Bureau has made a significant step in attaining the stated objectives. Now that the Family Services Bureau has been formally organized and has completed a program of workshops, conferences, and seminars, the State Agency staff would recommend to the State Advisory Council that federal funds should not be granted in the future to the Bureau per se for a general program, but that only new individual projects which are directed toward the solution of a specific community problems identified by the now established Bureau and Family Service Association be considered for future federal funding. (Such a new project was approved as FY 1968 Proposal Number Fourteen.)

FISCAL YEAR 1967 PROPOSAL NUMBER TWELVE

Program Identification

"Inservice Institute for Principals and Guidance Counselors," conducted at Austin Peay State University by Mr. Earl E. Sexton, Director of Development and Field Services. Funding: federal $706.95; non-federal--$235.65; total--$942.60.

Statement of the Problem

The Statewide Report on The Identification of Community Needs in Tennessee indicates a great lack of opportunities for youth in this section of the State. Evidence exists to indicate that more emphasis should be secured in guidance and counseling activities in high schools in the early identification of students in the poverty and low-income groups who possess the potential for education beyond high school.

Program Objectives

The objectives of this program are: (1) to assist guidance counselors in developing an awareness of the lack of youth opportunities in evolving some organized approach to its solution; and (2) to provide for junior and senior high school principals and guidance counselors, particularly the latter, through an institute to be conducted at Austin Peay State University, an orientation and acquaintance with developing programs of identification, encouragement, and advisement of high school students in low socio-economic groups.

Program Activities

This institute was administered as a part of a general inservice program for eight counties, Montgomery, Dickerson, Robertson, Humphreys, Stewart, Perry, Cheatham, and Houston, which met on the campus of Austin Peay State University on August 22-24, 1967. The theme of this institute was identifying and aiding the disadvantaged student. It included such topics as: (1) barriers to learning; (2) current development in State guidance programs; (3) ethical standards in counseling; (4) vocational information; (5) financial aid; (6) college entrance problems; and (7) the use of standardized tests. This program attracted 50 participants, primarily representatives from elementary, junior high, and senior high schools in the eight Tennessee counties. The Tennessee State Department of Education and various schools cooperated in planning and executing the institute.

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

In talking with the various participants in the institute, it is the opinion of the staff that the program was a success. The general remarks of the participants were positive, and they indicated that it was a constructive approach to the problem. Although the aggregate number of those attending the three-day institute was thirty, it was anticipated that more would be present. This was the only unsatisfactory feature of the institute. An evaluation instrument was developed by the staff. The data gathered from the evaluation instrument indicated that the principals and guidance counselors are sensitive to the problem of identifying and aiding disadvantaged students. Also, the data indicated that constructive programs for assisting disadvantaged students in high schools are being formulated. In general, it is believed by the staff that the institute did make a positive and constructive contribution in attacking the problem reflected in the objectives of the institute.

State Agency Recommendation

This proposal has appeared successfully to attain the stated program objectives, even with less than desired participation. After a site visit and a review of the program content, it is evident that the inservice training for guidance counselors was improved by the use of Title I funds. This was a pilot program recommended for other areas of the State where institutions have the competency and faculty resources. There are no plans at the present time for any further programs in this area in relation to the priorities of the Tennessee State Plan.

FISCAL YEAR 1968 PROPOSAL NUMBER ONE

Program Identification

"Training Program in Adult Education," conducted by the College of Education at The University of Tennessee by Mr. Ralph R. Balyeat, Coordinator of Special Projects. Funding: federal--$17,500.00; non-federal--$17,500.00; total--$35,000.00. Cooperating agencies: Tennessee State Department of Education and East Tennessee Education Association.

Statement of the Problem

The 1960 census data revealed that in Tennessee there are 666,402 adults twenty-five years and older with less than an eighth grade education, comprising approximately one-third of the adults in this State. Over 48,000 of these adults have no record of formal schooling. The needs and problems of adult basic education (ABE) in Tennessee deserve increased attention. One major problem in establishing an effective adult education program in Tennessee is the procurement of qualified ABE teachers. There is a deficiency of qualified ABE teachers, and there is an immediate need to initiate educational programs to train and retrain teachers who will work with the under-educated adult. For an ABE program to be maximally successful, it is imperative that a teacher have knowledge and an understanding for problems peculiar to adult learning and to the adult learner. This problem will be compounded as adult education becomes an accepted procedure, and the future offers no alleviation to the scarcity of teachers, unless steps are taken now to meet the demands of both present and projected needs.

Program Objectives

The objectives of this proposal are: (1) to rectify the current deficiency of qualified adult basic education teachers; (2) to provide the ABE teacher with the knowledge and understanding of: the psychological and sociological factors influencing the ABE learner; the unique teaching techniques applicable to the ABE learner; the problem inherent in evaluating the ABE student; the application and utilization of standardized tests; the learning theories applicable to the ABE student; the identification of the real needs of ABE learners at varying levels of learning; the utilization of visual aids, instructional equipment, and outside resources, the selection, evaluation, and utilization of materials for ABE classes; the potential establishment of child care centers for employed ABE students; the effectiveness and evaluation of phonic techniques; the philosophy and administration of a "life centered" curriculum; and the application and evaluation of techniques for teaching basic skills to ABE students; (3) to induce or strengthen attitudinal changes on the part of the ABE teachers towards: the socilolgical background of the ABE learner; the "lower class" orientation of most of the ABE learners; and the psychological factors which either deter or enhance the motivation and learning of the ABE student; and (4) to induce or strengthen, on the part of the ABE teachers, behavioral changes that would allow or enhance: communication with a group who function best on a non-verbal level; the reflection of more empathy and less sympathy in working with the ABE learner; and identification with a group who lack middle-class orientation.

Program Activities

Although this program was originally scheduled to begin on November 1, 1967, only the following program activities were conducted by June 30, 1968. The project director focused on the planning of the training program; he attended institutes, conferences, and planning sessions (1) to become familiar with the objectives and procedures of adult basic education, and (2) to define the commitment and involvement of the State Department of Education. Simulation materials were collected. Area workshops were planned, as well as a summer institute. In February 1968, a new Director of Adult Education at the State Department of Education was appointed; plans for an area workshop were then revised after a meeting on March 5, 1968; these plans were eventually suspended in late May, pending the development of a comprehensive Statewide inservice and pre-service ABE teacher training program to be coordinated with the efforts of Memphis State University and the new Director of Adult Education at the State Department of Education.

The future details of this proposal, the dates of activities, and program schedules will be revised after September 1, 1968, to comply with the new extended dates of the project. After that date, The University of Tennessee will create a new Department of Continuing and Higher Education; a proposal to establish a Department of Adult Education will also be submitted.

Program Status

The original program dates for this proposal were from November 1, 1967, to December 31, 1968. Activities were temporarily suspended as of June 30, 1968; the new completion date is projected to be December 31, 1969.

Institutional Evaluation

Evaluation procedures for this proposal will be: (1) administration at the termination of the workshops and institutes of an evaluative instrument designed to measure increased skills, attitudinal changes, and need fulfillment; (2) an instructor's appraisal, including an evaluation of process and materials; (3) participants' self-appraisal of performance; and (4) follow-up observations and instrumental evaluation of participants as they conduct ABE classes.

State Agency Recommendation

As is the case in so many Title I projects, they are, almost by definition, designed to utilize the institutions of higher education in doing things that have never been done before. After this proposal had been devised and approved by the State Agency and the State Advisory Council, there has been the approval of a new Department of Continuing and Higher Education in the College of Education at The University of Tennessee. Prior to the advent of this proposal, there was no professional in Tennessee who possessed the academic credentials and experience commensurate with the job and program to be carried out. This fact was known and understood at the outset. The Unviersity of Tennessee is committed to a successful consummation of this proposal and to the development of a comprehensive, coordinated, Statewide ABE teacher training program. The University of Tennessee has exercised decisive leadership in envisioning the need for developing strong institutional capabilities in this area, and it has unquestionable competency in the broad area of teacher training. It appears that a substantial start has been made in adult basic education, and the State Agency will remain most interested in, and concerned about, the actual training program developed at The University of Tennessee.

FISCAL YEAR 1969 PROPOSAL NUMBER TWO

Program Identification

"Improving Methods and Techniques in Adult Education," conducted at Memphis State University by Dr. Donnie Dutton, Director of Adult Education. Funding: federal--$19,000.00, non-federal--$19,000.00; total--$38,000.00. Cooperating agencies: Tennessee State Department of Education, West Tennessee Education Association, and the West Tennessee Regional Employment Security Office.

Statement of the Problem

The same problem identified in FY 1968 Proposal Number One would also be applicable to this proposal. West Tennessee has reflected a need for teacher training in the area of adult basic education (ABE) through the expressed concerns of industry about the large number of potential employees who lack minimum functional literacy required to perform satisfactorily the basic industrial processes. West Tennessee educators have solicited technical assistance from University personnel to assist in the development of programs in basic education and to assist in the training of teachers to carry out these programs. West Tennessee school systems have requested the development of methods and techniques of training ABE teachers which would fulfill the professional needs of West Tennessee communities through training and leadership services.

Program Objectives

The objectives of this proposal are: (1) to rectify the current deficiency of qualified adult basic education teachers; (2) to provide the ABE teacher with the knowledge and understanding of: the psychological and sociological factors influencing the ABE learner; the unique teaching techniques applicable to the ABE learner; the problems inherent in evaluating the ABE student; the application and utilization of standardized tests; the learning theories applicable to the ABE student; the identification of the real needs of ABE learners at varying levels of learning; the utilization of visual aids, instructional equipment, and outside resources; the selection, evaluation, and utilization of materials for ABE classes; the effectiveness and evaluation of phonic techniques; the philosophy and administration of a "life centered" curriculum; and the application and evaluation of techniques for teaching basic skills to ABE students; (3) to induce or strengthen attitudinal changes on the part of the ABE teachers toward: the sociological background of the ABE learner; the "lower class" orientation of most of the ABE learners; and the psychological factors which either deter or enhance the motivation and learning of the ABE student; and (4) to induce or strengthen, on the part of the ABE teachers, behavioral changes that would allow or enhance: communication with a group who function best on a non-verbal level; the reflection of more empathy and less sympathy in working with the ABE learner; and identification with a group who lack middle-class orientation.

Program Activities

Although this program was originally scheduled to begin on November 7, 1967, none of the approved program activities were conducted by June 30, 1968.

During this period, a temporary project coordinator was named; after an intense research and recruit program, a qualified director was to be appointed by September 1, 1968 (Dr. Dutton was so appointed); an advisory committee on adult basic education, composed of outstanding State and West Tennessee educators, was to be appointed and activated after July 1, 1968; and interviews by the temporary project director were held with many individuals representing State and local interests in adult basic education.

The future details of this proposal, the dates of activities, and program schedules will be revised after September 1, 1968, to comply with the new extended dates of the project. Further plans were suspended, pending the development of a comprehensive Statewide inservice and pre-service training program to be coordinated with the efforts of The University of Tennessee and the new Director of Adult Education at the State Department of Education.

Program Status

The original program dates for this proposal have been adjusted; this program will begin on July 1, 1968, and will be completed by August 31, 1969.

Institutional Evaluation

The evaluation procedure will be an analysis of the status quo, utilizing a predetermined scale and a comparative analysis at the end of the program. The project director will be charged with developing the instruments necessary for coordinating the evaluation with the appropriate statistical treatment.

State Agency Recommendation

As is the case in so many Title I projects, they are, almost by definition, designed to utilize the institutions of higher education in doing things that have never been done before. After this proposal had been devised and approved by the State Agency and the State Advisory Council, there was a major administrative reorganization at Memphis State University in the area of continuing studies. Prior to the advent of this proposal, there was no professional in Tennessee who possessed the academic credentials and experience commensurate with the job and program to be carried out. This fact was known and understood at the outset. It has been the intent of Memphis State University to move deliberately to build a sound program, in cooperation with the State Department of Education and all interested organizations and agencies in West Tennessee that need help with adult basic education or that could contribute to effective program development. Memphis State University has exercised decisive leadership in envisioning the need for developing strong institutional capabilities in this area, and it has unquestionable competency in the broad area of teacher training. It appears that a substantial start has been made in adult basic education, and the State Agency will remain most interested in, and concerned about, the actual training program in ABE developed at Memphis State University.

FISCAL YEAR 1968 PROPOSAL NUMBER THREE

Program Identification

"Seminar on Community Economic and Human Resource Development," conducted at Tennessee Agricultural and Industrial State University by Dr. R. Grann Lloyd, Director, Division of Business and Professor of Economics. Funding: federal--$2,712.00; non-federal--$2,712.00; total--$5,424.00. Cooperating agencies; Nashville area Chamber of Commerce, Middle Tennessee Businessmen's Association, Metropolitan Nashville-Davidson County Government, and Metropolitan Action Commission.

Statement of the Problem

The American people have achieved a high level of material well-being and they now insist upon economic security. And yet, many are constantly burdened with the economic insecurity that accompanies unemployment, low wages, poverty, and other maladjustments in existing economic and social conditions. Economic inequality in the United States today results in poverty for millions of people. Its by-products include crime, delinquency, disease, ignorance, immorality, indifference, and irresponsibility. Poverty, like unemployment, deprives individuals of their human dignity and fulfillment as well as their material comforts. Housing, employment, and poverty appear to be the most crucial community problems in Metropolitan Nashville-Davidson County. Since one of the essential requirements of man is security, it is desirable to develop ways and means of ameliorating both poverty and unemployment. Moreover, since recent nationwide social unrest has focused attention on the evils of poor housing conditions, something must be done to alleviate this problem.

Program Objectives

The objectives of this project are: (1) to give community leaders, employers, professional workers, and others a better awareness and understanding of the problems involved in their consequences; (2) to seek and develop workable approaches and solutions to these difficult problems from competent authorities in the areas of employment and poverty through informally exchanging ideas, experiences, and opinions; and (3) to encourage and stimulate participants to use their influence and positions to improve employment opportunity and reduce the level of poverty and economic deprivation in Metropolitan Nashville-Davidson County.

Program Activities

This program consisted of three two-day seminars at Tennessee A. & I. State University. The first seminar was held on February 14-15, 1968, and had 62 participants. It was entitled, "The Crisis in Community Housing."

The topics discussed under this specific heading were: (1) the essentials of a good housing program for Metropolitan Nashville-Davidson County; (2) the impact of housing patterns on job opportunities; (3) an unusual self-help housing plan; (4) urban renewal and relocation: requirement and practices; and (5) open housing: prospects and possibilities.

The second seminar was held on April 24-25, 1968, and had 87 participants. It was entitled, "The Crisis in Community Employment." The topics discussed under this specific topic were: (1) a profile of employment-unemployment in Metropolitan Nashville-Davidson County; (2) key problems in unemployment; (3) the role of organized labor in providing equal employment opportunity for all workers; (4) minority employment practices in Metropolitan Nashville-Davidson County; (5) the responsibility of business enterprise in the current employment crisis; (6) the role of government in the current employment crisis; and (7) suggested remedies and approaches to metropolitan Nashville-Davidson County's employment problem. The third seminar, dealing with the poverty problem, will be conducted in the spring of 1969.

The most unique feature of this seminar series was that they were "mission-oriented"--the programs were designed to help solve some of the employment, housing, and poverty problems in the Nashville community under conscious direction. The central effort was to use the tools of social science for modifying opinions and concepts and developing program ideas and policies. With a judicious selection of basic reading providing the background, each session of the seminar was centered around a lecture by a specialist in the area and/or a research report. The participants were subdivided into two or more small groups where the lectures, research reports, and readings were analyzed in depth by intelligently guided discussions. A resource leader was assigned to lead each small group discussion on the lectures, research reports, and readings. These small groups were to devise community opinions and concepts regarding specific problems that exist, and if necessary, to develop program policies and ideas. The total seminar will consider the reports and recommendations of the small discussion groups and adopt definite programs of action and suggest ways of implementation. The 149 participants in the first two seminars in this program were drawn from attorneys, bankers, ministers, university faculty, businessmen, councilmen, housing officials, realtors, insurance men, management representatives, commissioners, labor union officials, and other thought leaders and policy makers. These people were in positions that could facilitate the implementation of the action programs designed to eliminate problems in employment, housing, and poverty in the community.

Program Status

The first two seminars have been completed; however, due to the press of academic and administrative responsibilities at Tennessee A. & I. State University, it was unwise to attempt the third seminar on poverty prior to June 30, 1968. The project grant was extended so that this seminar may be held during the spring of 1969.

Institutional Evaluation

The Statewide Report on The Identification of Community Needs in Tennessee (May 1967), revealed that the development of community economic and human resources constitutes one of the most urgent problem areas of community life in the State of Tennessee, in general, and in Metropolitan Nashville-Davidson County, in particular.

Whereas the overwhelming majority of the participants in both sessions of the seminar expressed the belief that the sessions on housing and employment fulfilled their objectives, a small minority, about 2 percent demurred. Our institutional evaluation is that, whereas the seminar fulfilled its objectives, it was weak in the area of organizing for action. However, considerable "action" has resulted, especially following the sessions on employment, since several of the employers participating have sought the assistance of the University placment office in securing employees.

Although 51 percent of the participants reported that the audience discussions were the most satisfying aspect of the seminar to them, 49 percent were most satisfied by the speakers and consultants because of their high caliber and expertise. Participants considered the weakest aspect(s) of the seminar that (1) too few realtors and people who could immediately affect the quantity and quality of housing participated in the session on housing, and (2) not enough high level employers participated in the session on employment. This view is in accord with our institutional evaluation.

All parties to the seminar adjudged the resource leaders as helpful. Half of the participants, including the institutional representatives, evaluated their contributions as "very helpful." The overwhelming majority of the participants indicated that they plan to use the information gained from the seminar by (1) sharing it with other members of their agency or firm, (2) using it to help direct people to better housing and/or desirable employment, and (3) to influence public officials, employers, union officers, and those who control the quantity and quality of housing to make housing and employment opportunity available to all on an equitable basis. The institution plans to make the proceedings and recommendations of the seminar available to those in position to affect housing and employment conditions.

THe most oft-repeated suggestions for improving future sessions of the seminar included: (1) schedule one day sessions in the future, since it is very difficult for busy people to attend a two-day conference; (2) a panel of program administrators who would explain existing programs in the problem area under consideration (housing, employment, and so forth); (3) a critique of these programs as they affect the problems (being considered) by the audience; and (4) make a greater effort to get a good representation of participants on all sides of the problem being discussed. Our institutional evaluation is in accord with these suggestions.

With very minor exceptions, participants reacted favorably to the facilities used for the sessions and to the seminar staff. The most frequent reaction to the facilities were "very adequate," "fine," and "good." The general reaction to the seminar staff was that they did an excellent planning job on the topics to be discussed, along with the selection of qualified and capable speakers and consultants. Most participants' over-all evaluation of the seminar sessions was that they were "valuable," but approximately 3 percent said they were of "little value." Our institutional evaluation is that the sessions were valuable and that, by intelligent use of the knowledge and experience gained with them, future sessions of the seminar should be "very valuable."

The socio-economic milieu that gave rise to the concept of the Seminar on Community Economic and Human Resources, its design and objectives, and its ability to attract far more participants than originally planned and to engender county-wide interest attest to the practicality of the project. The public reactions of some housing officials and other public officers seem to indicate that the proceedings in the session on housing pricked their consciences and may prod them toward positive action. Following the session on employment, some participants made some efforts to employ individuals through channels they had not used previously. Such post-seminar actions seem to indicate that the "Multiplier effect" of the seminar may eventually be significant. Indeed, the need for decent housing and good jobs must be intimately connected by all who are truly concerned about the well-being of all Americans, including those who are poor and disadvantaged.

The objectives of the two-day sessions on housing and employment in Metropolitan Nashville-Davidson County were basically achieved. The enthusiasm, active participation, hesitancy to conclude the discussions or to depart from the premises when the sessions ended, and the community resolve among almost all participants that more must be done to improve housing and employment opportunity for all inhabitants in the local community (and to actively assist in efforts to achieve same), seem to indicate that the objectives of the project were realistically formulated. There will be some follow-up activity to help insure more complete and continuing realization of these objectives.

State Agency Recommendation

From a review of the program content and the excellent institutional evaluation of the first two seminars, it is apparent to the State Agency staff that, with the exception of the future program on poverty, this particular community service program, has potentially, had a great impact and has made a significant step in attaining the stated program objectives. Its presentation was effective and practical because it was tailored to aid in the solution of an identified problem in Metropolitan Nashville-Davidson County. The State Agency staff would recommend to Tennessee A. & I. State University that this institution continue to develop Title I proposals to assist in solving community problems in Nashville in the area of economic and human resource development. The need is there; and this institution has a definite role to play by developing and consummating effective programs in this area.

FISCAL YEAR 1968 PROPOSAL NUMBER FOUR

Program Identification

"Training Professionals to Work with Current Community Problems," conducted by the College of Home Economics at The University of Tennessee by Dr. Margaret Perry, Assistant Dean, College of Home Economics. Funding: federal--$12,000.00; non-federal--$12,000.00; total--$24,000.00. Cooperating agencies: State Welfare Department, Tennessee Home Economics Association, Tennessee Dietetics Association of the American Dietetic Association, Association of Child Day Care Centers of Greater Chattanooga, State Department of Education School Food Service, and the American School Food Service.

Statement of the Problem

In The Identification of Community Needs in Tennessee, the areas of employment, youth opportunities, and poverty are cited as the first, second, and fourth major problem areas in Tennessee. Although professional home economists in all areas of Tennessee are at present attempting to work with poverty problems, youth opportunities, occupational training, child daycare centers, Head Start programs, nutrition education and food economics, and programs related to Medicare and food stamps, adequate training for working with the disadvantaged group is not available to those people who are in a position to be of service. Many of the persons who desire to work with the community problems need updated information to be of value in the programs; and as more women join the labor force, more children are left in child care centers. Trained staff are few in number.

Program Objectives

The objectives of this proposal are: (1) to provide basic information and applicable methods for working with low income groups, including finance, credit, and consumer information; (2) to train teachers, food service directors, extension agents, and other professionals to work with unskilled persons in the area of occupational training; (3) to update nutrition knowledge for professionals working with community health problems; and (4) to provide an inservice training program for the staffs of daycare centers.

Program Activities

This program consisted of four phases. For the first phase (low income groups), Home Economics 5710, was completed between March 31-June 30, 1968. It was given by telewriter to Knoxville, Chattanooga, and Kingsport for two hours of graduate credit. This course dealt primarily with current programs and trends in home management, equipment and family economics, with the emphasis on working with low income groups. An opportunity was provided for exploring and considering the practical realities of family life for low income families, with particular emphasis on the subject matter of home economics. Included was a resume of existing proposed governmental and voluntary programs directed toward strengthening family life and the role of the home economist. The program was divided into six two-hour sessions, with each being taught by a specialist in the topic being discussed at that particular time. Ten participants attended, all females with college degrees. In addition, an advanced two-week workshop, Home Management, Equipment, and Family Economics 5720, will be held in Martin from July 29, 1968, to August 9, 1968, for three hours of graduate credit.

The second phase (occupational training) was a course entitled Institutional Management 5160. It was taught by telewriter to Knoxville and Nashville for three hours of graduate credit. The course dealt with the management aspects of a food service system analyzed, with emphasis on developing the food service administrator. It was held March 30-June 7, 1968, from 6:30-9:15 p.m., on Tuesday evenings. It was attended by 23 participants, 22 women and one man. Another portion of the second phase, a short course, Institution Management 4330, was offered in Knoxville on June 17-29, 1968, for three hours of graduate credit. Then Home Management Equipment and Family Economics 5710, was repeated on June 17-28, 1968, in the Nashville area for three hours of graduate credit. The description for this course is identical to Home Economics 5710 described under the first phase. The direct participants were primarily home economics teachers, dietary consultants, and school lunch directors.

The third phase (nutrition education) will be taught as Nutrition 5710 a short course in Knoxville on July 1-12, 1968, for three hours of graduate credit. Other courses by telewriter are scheduled to be taught by telewriter in Nashville and Martin. The fourth phase (inservice training for daycare centers) will be taught as Child Development and Family Relations 5720, a short course in Martin on July 8-19, 1968, for three hours of graduate credit.

Program Status

This program began on January 2, 1968, and will continue through December 31, 1968.

Institutional Evaluation

In general, all participants will be given report-evaluation forms to fill out and return every three months for one year. Specifically, the evaluation of each phase will be as follows: (1) low income workshops--pre- and post-questionnaires; (2) occupational training--workshop evaluation of previous courses; (3) nutrition education--teacher-student written evaluation; and (4) daycare centers--observation by instructor of the class participants in their centers. Also written reports by the class participants will be evaluated.

State Agency Recommendation

The College of Home Economics at The University of Tennessee has not yet furnished the State Agency with any formal participant or institutional evaluation of the various graduate courses offered as a part of the four phases of this training program. Consequently, it is not possible for the State Agency staff to ascertain if this proposal has met the program objectives or to evaluate the genuine effectiveness of this program. It is expected that this evaluation, along with a summary of the program activities completed after June 30, 1968, will be included in the next annual progress and evaluation report presented to the State Advisory Council.

The State Agency is confident, however, that after the various aspects of this program have been completed, a comprehensive final evaluation will be compiled and submitted. It is trusted that there will be a significant "multiplier effect," and that a large number of adults will be reached directly by the participants in this Title I proposal. It is also trusted that professionals who work with current community problems (low income groups, occupational training, nutrition education, and inservice training for daycare centers) identified in this proposal will be better trained to deal with these identified problems.

FISCAL YEAR 1968 PROPOSAL NUMBER FIVE

Program Identification

"Regional Youth Opportunity Institutes," conducted at The University of Tennessee at Martin by Mr. James E. Hadden, Assistant Professor of Education. Funding: federal--$4,005.22; non-federal--$4,005.22; total--$8,010.44. Cooperating agencies: Probation and Parole Services, Juvenile Division, Tennessee Commission on Youth Guidance; Office of Economic Opportunity agencies; and the Tennessee Department of Public Welfare.

Statement of the Problem

The Statewide Report on *The Identification of Community Needs in Tennessee* noted a serious lack of opportunities for youth in Tennessee. In West Tennessee this particular problem assumed first place in the composite priority ratings. Small urban and rural communities are experiencing a multitude of problems resulting from the lack of ample opportunities for their youth; however, there is little collected information pertaining to the scope and nature of the problems as they exist in West Tennessee. There is a need to identify youth problems in Northwest Tennessee and to provide the means whereby interested individuals may better understand and utilize the existing agencies concerned with the resolution of these problems.

Program Objectives

The objectives of this proposal are: (1) to identify the specific needs related to youth opportunities within a nine-county area in Northwest Tennessee; (2) to bring together the professional personnel and agencies which deal with problems of youth within this area; (3) to improve the coordination, training, communications, public information, and quality of services among youth service agencies within this area; and (4) to disseminate the information obtained as a result of this proposal.

Program Activities

The first phase of the project was to identify and briefly describe all offices, organizations, agencies, or programs in the nine-county area which provided services for, or dealt in any way with, young people. This information was published as a *Directory of Social Services for Youth: In Benton, Carroll, Crockett, Dyer, Gibson, Henry, Lake, Obion, and Weakley Counties* and was made available to all interested groups and individuals concerned with youth problems in this nine-county area.

The second phase of the project was to develop a two-day regional youth opportunity institute on "Needs and Opportunities of Youth in Northwest Tennessee," based upon problem areas identified through the process of collecting data for the *Directory of Social Services for Youth*. This institute consisted of a two-day seminar conducted at The University of Tennessee at Martin on May 1-2, 1968.

There were 255 registered participants at the institute, representing 33 agencies and organizations serving the youth of Northwest Tennessee. These participants included superintendents and principals, public school supervisors and attendance teachers, guidance counselors, welfare personnel, representatives from the Office of Economic Opportunity, probation officers, school board members, and members of Parent-Teacher associations and representatives from the State Department of Education.

On May 1, 1968, the topics included: (1) education the basic ingredient for the future of youth; (2) mental health and the problems of youth; and (3) youth in conflict with society. On May 2, 1968, the topics were: (1) the responsibility--job opportunities for youth; (2) the unskilled youth--what can we do to help him; and (3) the school and community: their responsibility to youth.

After morning and early afternoon presentations by guest lecturers, the remainder of the afternoons until adjournment were used for workshops, an important feature of the institute program structure. These had three primary purposes. (1) to provide the participants, in the freedom of small groups, an opportunity to react to ideas presented by the guest speakers; (2) the members of the work groups could identify and discuss their local problems with each other while broadening their understanding and insights of youth problems as they exist in the nine-county area; and (3) work groups could serve as catalysts to motivate an interest toward local action for the resolution of youth problems. A discussion leader and recorder met with each group to stimulate and direct the course of discussions.

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

The two-day regional youth opportunities institute was evaluated on the basis of questionnaires responded to by the participants. Questionnaires were completed by 143 of the 225 participants attending the May 1 session and by 77 of the 150 participants attending the May 2 session. Questionnaires were completed by slightly more than one-half of the total head-count of 375 persons attending both sessions of the two-day institute. The participants were asked to complete the questionnaires before attending their assigned work group, which was the final activity on the program each day. An analysis of the items on the questionnaire responses for May 1 and May 2 reveals a uniformly positive reaction to the program and content of the two-day institute. In considering the responses pertaining to the individual speeches, the participants indicated they had benefited by their attendance; a low of 59 percent and a high of 82 percent of the participants checked the two most favorable responses. It also might be surmised that, although a degree of progress was made during the institute, that additional time and experience would be needed for significant changes. The Directory of Social Services for Youth was very helpful in working with youth; at least 72 percent of the participants indicated that it would be "highly helpful." In considering the two groups, 99 percent of the May 1 group selected the three most favorable responses, and 100 percent of the May 2 group indicated they would be helped by the publication as they made similar choices.

The participants indicated the three greatest problems for youth opportunities within the nine-county area were: (1) lack of adequate public school curricular programs, (2) lack of potential employment, and (3) lack of counseling and guidance services. Although there was no clear identification of the greatest problem, these three problems were deemed considerably more important by the participants than the remaining six problems which were listed in the item.

When all activities of the regional youth opportunity institute project were examined and carefully analyzed, in terms of its value the nine-county area, several conclusions emerged:

1. Perhaps the greatest value of the project was simply that it was a first attempt within the area to identify youth problems, explore available youth opportunity, and bring together a cross-section of people for the purpose of discussing such problems. Also, inherent in the value of the project, were the benefits occurring to local individuals who were concerned enough about youth opportunity to devote their time and energy to the various activities of the project.

2. An attempt was made to rank youth problems in order of their importance. This data could be of benefit to the area for determining future action regarding youth opportunity.

3. Responses and comments from persons who received a copy of the Directory of Social Services for Youth have strongly indicated that the directory will be of value to all who work with youth within the region. A most obvious result of the directory was the fact of the great paucity of youth resources that exist in Northwest Tennessee. This implication alone may be of value in motivating local communities toward action for the resolution of this situation. The directory was a valuable instrument for informing the general public of services that are available and could be of assistance in facilitating better coordination among services.

4. The value of the two-day institute stands on its own merit. Knowledgeable and informed Tennesseans, who served as institute speakers, gave impetus to the need and importance for local communities to provide ample opportunities for all their youth.

5. Probably the most significant value of the project resided in the fact that the participants of the two-day institute came from all over West Tennessee, with the majority coming from the nine-county area for which the project was designed. In addition, the participants represented over 30 different agencies and organizations that possess some degree of involvement with youth. Consequently, the program of the institute and its content had far-reaching exposure over a large area and to many organizations.

Due to the project activities, there are more individuals and more organizations that are aware of the problems of youth. These same individuals and organizations are also aware of others interested in youth and youth opportunities. The stage has been set for more and greater cooperative efforts to evolve as a result of the project. The University of Tennessee at Martin has established and provided leadership in Northwest Tennessee for aiding and coordinating community and area effort to resolve common problems involving youth opportunity. There is now in existence, as a result of this project, a source of names, agencies, and organizations indicating an interest in youth opportunities, possibly making further efforts of exploration into problems of youth opportunities less time consuming and more fruitful.

State Agency Recommendation

From a review of the institute program content and the directory of social services, it is apparent that this proposal was successful to a major degree in attaining the stated program objectives. The State Agency feels this was a valuable program, effective and practical in its presentation; in fact, this was one of the best FY 1968 proposals as it sought to aid in the solution of a very real community problem in Northwest Tennessee. This was one of several programs the State Agency staff was able to visit, observe, and evaluate first hand. Much of the success of this program was directly attributable to the faithful and untiring efforts of the institute director and those who assisted him at The University of Tennessee at Martin.

It is hoped that this program will result in future proposals concerning youth opportunity in Northwest Tennessee. There is also a definite need for community service programs in other areas of Tennessee to explore and aid in the solution of the problem of the lack of youth opportunities.

FISCAL YEAR 1968 PROPOSAL NUMBER SIX

Program Identification

"A Conference on Social Drama," conducted at Carson-Newman College by Mr. Joe M. High, Associate Professor of Business Administration. Funding: federal--$3,500.00; non-federal--$3,500.00; total--$7,000.00. Cooperating agencies: Hancock County Human Resources and Leadership Development Association, Tennessee Arts Commission, Tennessee Valley Authority, Clinch-Powell Tributary Area Development Association, and The First Tennessee-Virginia Economic Development District.

Statement of the Problem

In The Identification of Community Needs in Tennessee, Hancock County has been described as the eighth poorest county in the United States; in this county, situated in Appalachia, there is a need for increased opportunities for local businesses, for economic development and a general increase in incomes, for a stimulation of handicraft production, and for an improvement in local community relations by providing a common project which would require the cooperation of most every group in the county. Many local leaders see the successful implementation of a social drama about the Melungeons, described as "a group of people with a mystical background living mostly in one valley of the county," as a means to improve the socio-economic climate. Local leaders see in a successful drama production increased opportunities for local businesses, a general increase in income, as well as an improvement in local community relations by providing a common project requiring cooperation.

Program Objective

The objective of this program is to involve the different segments of the community (the Melungeons and the other leadership) in decision-making about programs to enhance the economic conditions and to increase the economic viability of this rural poverty area. In order to reach that objective, the work of the conference is designed: (1) to determine the conditions for a successful social drama; (2) to study the various forms the drama could take; (3) to detail alternatives in the programming of the drama and ancillary activities; and (4) to record various professional opinions and a suggested line for future action, including the potential for consummating a social drama production.

Program Activities

This program consisted of a two and one-half day conference on January 7-9, 1968, in Sneedville, Tennessee. This Conference on Social Drama was attended by sixty-one participants, primarily local leaders and members of the Drama Committee of the Hancock County Human Resources and Leadership Development Association. At the conclusion of the study, the panel gave the following natural advantages offered by the Sneedville area for an outdoor drama: Unlimited selection of good sites; good climate consisting of cool summer evenings;

a nearby flow of traffic with Highways 25-W and 11-E; nearness to the Tennessee lake country; the proximity of Carson-Newman College and other educational institutions; and the enthusiasm of the town and county (counted as a principal advantage). The disadvantages listed were the road system and the lack of motels and restaurants to accomodate large audiences.

A non-profit corporation was formed to provide the legal framework for the production of the drama. Plans are underway for the corporation to begin the solicitation of funds to provide working capital for the construction of the amphitheatre and for the drama production. Dr. Kermit Hunter of Southern Methodist University has agreed to write the play. As of the end of June 1968, the following projects had been carried out. The amphitheatre site has been selected and proper commitments have been obtained to permit the full use of the facility by the drama. Rough amphitheatre sketches have been prepared by Mr. Mark Summer, Institute of Outdoor Drama at the University of North Carolina. Final sketches are to be made as soon as the multipurpose plans for the general site are completed. Mr. T. J. Harrison, Superintendent of Hancock County Schools, acquired for the school a track adjoining the old Hancock County High School to provide for the amphitheatre needs and to provide a multipurpose area for public use. Good and Goodstein, Architects, Knoxville, and Mr. Harrison are to complete the general plans immediately. The school building and adjoining land will provide housing and parking required in conjunction with the drama production. This production of "The Melungeon Story" is scheduled for the summer of 1969.

Other specific plans are being made to promote the county and its activities, including the drama. A special recreational issue of the Hancock County Post was planned for July 14, 1968. The purpose of this issue was to help acquaint the public with Hancock County. A county-wide beautification effort is currently being made. A clean-up campaign is in progress in Sneedville. A Beautification Committee is actively engaged in specific programs to improve the appearance of roadside parks. This includes the construction of picnic tables by the Mainstream Project for sale at cost to community groups. The Hancock County Human Resources and Leadership Development Association is encouraging legislation to designate the Clinch River as one of the recreational rivers in Tennessee. A grant has been obtained for the Hancock County Community Building. The County Court must approve $15,000.00 to be used in the construction of the building. If the Court fails to make such an appropriation, the City of Sneedville will provide the funds, but the budget for the building will of necessity be reduced. A promotional brochure on the Clinch-Powell Tributary Area is now in the hands of the printer. Other projects include plans for a museum and for a training program in the improvement of the handicraft skills to improve the marketability of area handicrafts.

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

Previous studies by Title I and others have indicated that economic progress in Hancock County, Tennessee, must be made on several fronts at the same time. Progress in one area enhances progress in another, and is in turn helped by progress in other areas. The current state of the outdoor drama project in Sneedville affords an illustration. It was proposed that a study be made of the problems confronting an outdoor drama in Sneedville. Because previous studies disclosed considerable local interest and because an outdoor drama would augment the economic projects currently being planned, a conference on outdoor drama was proposed and financed through the joint efforts of Title I, Higher Education Act of 1965, and the Carson-Newman College Business and Economic Research Foundation.

The panel offered certain guidelines to the Committee, at the same time cautioning the Committee that a quality drama was the product of the fullest cooperation and hardest work on the part of everyone in the community. The first step was to support the area in its request for improving State Routes 31 and 33. Better roads are necessary to the improvement of the area and to the success of the drama. The second step was to increase the cooperation both within Hancock County and with neighboring counties. Area organizations should include the drama in the planning and timing of their activities. Tourism and marketing of area products can be helped by the drama. It was suggested to the Committee that area colleges be allowed to undertake the actual production of the drama. From these colleges would come the directors, actors, and production technicians with enough experience to do the professional work. The cast would include, in addition to the actors from area colleges, those local people who wanted a part in the actual drama. The Committee would investigate sources of outside assistance.

The objective of the conference was to involve various segments of the various communities in decision-making programs designed to enhance the economic conditions of the area. As more than seventy people from all areas of the County, and representing both the political and cultural leadership of the County, met and discussed at one time or another some aspect of the drama, the project director feels that the objectives have been achieved. The outdoor drama will be held in Sneedville beginning in the summer of 1969.

State Agency Recommendation

From a review of the activities emanating from this conference, and through the tireless efforts of the project director and the interest of Carson-Newman College in assisting in the economic development of Hancock County, it would appear that this Title I proposal has made a significant step in attaining the stated objective. The State Agency staff would recommend to the State Advisory Council that other proposals submitted by Carson-Newman College to enhance the economic conditions and to increase the economic viability of Hancock County be favorably considered for funding in the future.

FISCAL YEAR 1968 PROPOSAL NUMBER SEVEN

Program Identification

"Professional Development Program for Tax Assessors," conducted by the Center for Training and Career Development at The University of Tennessee by Mr. Edward L. Jennings, Associate Director of the Center for Training and Career Development. Funding: federal--$25,500.00; non-federal--$25,500.00; total--$51,000.00. Cooperating agencies and institutions: Office of the Comptroller of the Treasury (including the Office of the Local Government and the Division of Property Assessments), State Board of Equalization, Bureau of Public Administration of The University of Tennessee, Tennessee Municipal League, and Tennessee County Services Association.

Statement of the Problem

There are numerous problems in the administration of the property tax or in the assessment procedures presently applied by tax assessors and their deputies. Some of the present conditions include low assessments in comparison with actual value, inequality of assessments, assessments of personal and real property at low ratios, infrequent reappraisal programs that review all parcels of the property, and the like. Almost all of these problems can be related to two basic causes: (1) present assessors and their deputies are not fully competent or fully qualified to carry out the functions of their positions; and (2) no comprehensive development program exists to assist assessors or their deputies to become competent and qualified to carry out their duties and responsibilities. Recent legislation from the Tennessee General Assembly provided salary increases, additional duties, additional responsibilities, and additional qualifications for assessors; but the legislature did not provide a way to upgrade the skill, knowledge, or ability of these tax assessors.

Program Objective

The objective of this proposal is to activate a professional development program designed to provide educational training courses for approximately 180 tax assessors and their deputies in an effort to raise the standards of assessors and to assure that the Statewide assessment functions will be performed in a professional manner by competent assessors, meeting clearly-specified professional qualifications.

Program Activities

This program began with six one-day orientation sessions for members of local boards of equalization. The first meeting was held in Cleveland on February 14, 1968; the second in Johnson City on February 16, 1968; the third in Cookeville on February 20, 1968; the fourth in Columbia on February 21, 1968; the fifth in Camden on February 29, 1968; and the sixth in Jackson on March 1, 1968. The topics discussed at all the sessions included (1) the property tax problem--recent legislation; (2) functions of boards of equalization; (3)

structure of State and county governments; (4) planimetric base maps; (5) how we arrive at market value; (6) the reassessment program; (7) the requisite of uniformity; and (8) boards of equalization before and after the reassessment program. Attendance was considered very high at these sessions; 381 officials attended the six one-day sessions.

The next activity was a one-week institute for twenty-three individuals holding the designation of Society of Real Estate Appraisers, Senior Residential Appraisers, Members of Appraising Institute, or Certified Assessment Evaluator. This institute was conducted in Nashville on April 22-26, 1968. The total number of participants in these completed programs was 404, with a total of 332 instructional hours.

The actual professional training program for tax assessors will begin on September 9-20, 1968, in Gatlinburg with Institute I. This Institute I will also be held in Nashville on November 11-22, 1968, and in Jackson on January 20-31, 1969. Institute II will be held in Gatlinburg during April 1969; in Nashville in May 1969, and in Jackson in June 1969. Institute III will be held in Gatlinburg in August 1969; in Nashville in September 1969; and in Jackson in October 1969.

The format of the professional training program will be day-long formal class instruction for two weeks, covering the following topics. The topics in Institute I are: structure of State and county government; functions of each county office; functions of the assessor's office; Tennessee law relative to assessors; the State Board of Equalization; the county board of equalization; the Division of Property Assessments; the tax structure in Tennessee; review of assessments in some typical counties; basic Tennessee real estate law; history of Tennessee; geography of Tennessee; and how the tax dollar is spent in Tennessee. The topics in the two-week Institute II are: what real estate is taxable; how to read deeds; how to read wills; how to read court decrees; how to research for deeds, wills, and decrees; what property is taxable; how to "discover" taxable property; different types of "estate" in property; practice in writing a deed; how to work with real estate brokers; general map study; study of each county map represented in the class; planimetric base maps; drawing and explaining a typo map of each assessor's county; study of crop allotments and their value; basic public speaking; and basic mathematics. The topics in the two-week Institute III are: the meaning of market value; the three basic approaches; the sales approach; gathering sales information; analyzing sales information; the cost approach; measuring and listing; building codes and zoning laws; the income approach; current and probable future earnings of the property; physical depreciation; economic depreciation; functional depreciation; appreciation in value; field trips; and classroom preparation of appraisal from information gathered on a field trip.

Program Status

This program began on November 1, 1967, and will continue through November 1, 1969.

Institutional Evaluation

The hard work and dedication that is required to make this assessor program a successful one is more than compensated for by the most excellent cooperation that has been received from the Comptroller of the Treasury, the State Board of Equalization, the Division of Property Assessments, the professional assessing and appraising organizations, the professional real estate group, the professional organizations of the various county officials, the educational institutions of this State, the assessors and their deputies, and all of those associated in this program.

This program will be evaluated by a test at the end of each phase and by a comprehensive examination of all the phases. The training staff will devise other evaluative instruments. On-the-job and follow-up supervision will be provided by the staff of the Division of Property Assessments of the Office of the Comptroller of the Treasury.

State Agency Recommendation

Since the main portion of this proposal had not begun by June 30, 1968, there is, of course, no comprehensive final evaluation. The State Agency staff views this as perhaps the most important program yet funded under Title I--from the standpoint of the number of people affected and the potential results--and one which should contribute to the solution of the property tax problems of local governmental units in Tennessee and of the lack of uniformity in assessment of property. Much of the success of this program is directly attributable to the dedicated and untiring efforts of the institute director.

The State Agency staff would recommend to the State Advisory Council that the continuation of this program, to cover two additional two-week institutes (Instituve IV and Institute V) in each of the three divisions of Tennessee, be favorably considered for funding in the future. It is trusted that a final evaluation of this professional training program will measure its true effectiveness and impact on Tennessee. From a site visit to the one-week institute in Nashville in April, the State Agency staff was favorably impressed by the interest and enthusiasm of the participants. This appears to be a well-structured program with a comprehensive approach to the professional training of those involved in the assessment of property in Tennessee. At least three other states have requested additional information on this valuable Title I program.

FISCAL YEAR 1968 PROPOSAL NUMBER EIGHT

Program Identification

"Technical Assistance to Tennessee Municipal Officials," conducted by the Municipal Technical Advisory Service at The University of Tennessee by Dr. Victor C. Hobday, Executive Director, Municipal Technical Advisory Service. Funding: federal--$40,000.00; non-federal--$40,000.00; total--$80,000.00. Cooperating agencies: Tennessee Municipal League and some 200 municipal governments of Tennessee.

Statement of the Problem

Municipal officials and employees need technical assistance in operating municipal governments and in solving many varied problems, including inadequate financing to provide services at the levels and of the quality demanded by their citizens; construction of public works and capital facilities to keep pace with mushrooming population; expanding city limits and extending city services into annexed areas; trying to recruit, train, and retain competent personnel; and keeping abreast of the technological developments and applying them to their operations.

Program Objective

The objective of this consulting service is to provide technical assistance to officials and employees of Tennessee cities and towns on virtually the full range of municipal functions and activities.

Program Activities

The program will be a year-long consulting service by the Municipal Technical Advisory Service field staff to provide technical assistance to approximately 1,000 officials and employees of Tennessee cities and towns on operational problems of municipal government. The kinds of problems on which these consultants render assistance is illustrated by a sampling of the services provided in the past year: development of an overtime pay policy for city employees; administrative survey of a city government; studies of areas that may be annexed; policies and practices for extending utility services into suburban areas; forms for building inspections; guidelines for a retirement plan for policemen and firemen; arrangements with a county for street maintenance; street improvement plans; provision of ambulance service following withdrawal by funeral homes; fire protection outside a city; job description for a building inspector; preparing a budget; and controlling traffic near a school.

The addition of four consultants under the Title I program enabled MTAS to divide the state into six districts for assignment of field consultants. Each of the four consultants under the Title I program is responsible for a district comprising 50 to 60 cities, and he is actively engaged in providing information and technical assistance to officials and employees of the cities and towns in his district. Each consultant makes frequent visits to cities and towns in his district, discussing with municipal officials and employees many problems and, in many cases, providing on-the-spot advice and technical assistance. Some problems require research, and written reports (usually in letter form) are furnished on such problems. Consultants also act as communication links for a wide variety of information concerning municipal affairs.

During the eight-month period from November 1, 1967, through June 30, 1968, the four Title I consultants made 507 visits to cities and towns. Their reports on these visits indicated an average of three to four matters discussed per visit, for a total of at least 1,521 during the eight months. The following listing of specific matters discussed in the first two months is illustrative of the wide range of matters on which they were consulted in this matter: planning (4); subdivision development (2); street improvements (10); central business district preservation; utility services (2); water quality; water system improvements (4); public housing (4); water line extensions (6); sewer system (8); fire protection (8); police protection; industrial development (7); organization of new city government; cable television service; financing public improvements (2); disposal of surplus property; recreational program (4); annexation (3); civil defense; assessment of property (3); airport development; accounting records (3); reorganization of utility department; reorganization of police department; poverty program; workable program for urban renewal (2); budget problems (4); organization of public works department; landfill refuse disposal; sewage disposal (2); assist community to incorporate (2); new city hall (2); ribbon commercial development; model cities program (2); leasing city-owned property; developing a city park; street lighting (3); illegal closing of public right-of-way; water system tax equivalents; annual audit (3); property tax rate (3); local sales tax (2); buying water from nearby city; county reapportionment; buying adjoining water utility district (3); refuse disposal; water and sewer rates; traffic control; housing inspection; license and ad valorem taxes; industrial revenue bonds; and school crossing protection.

The consultants provided research-type assistance on the following matters: annexation (11); incorporation of new municipality (2); organization of government of newly-incorporated municipality (4); organization of department of public works (2); organization of utilities department; federal aid (3); water and sewer policies (2); wages of public works employees; salaries of policemen and firemen; charter revision; ambulance service; employee pay plan; debt service requirements; identification of city limits; sales tax collections in other cities; recertifying workable program; bases of selecting school boards; acquisition of utility district; sanitary landfill refuse disposal; CATV service; financial analysis; mutual aid in fire protection (2); mobile home license fees; service charges to tax-exempt organizations; sanitation service charges; resist disincorporation referendum (it was defeated); estimate of revenue from liquor inspection fees; water rules and regulations; water service in suburban areas; merit system for city employees; special assessments for street improvements; indexing ordinances; how to obtain lower fire insurance rates; sidewalk construction policies; and animal control. Direct participants in these programs are the officials and employees of 200 Tennessee municipalities with the ultimate beneficiaries being the residents of the municipalities.

Program Status

This program began on November 1, 1967, and will continue through November 30, 1968.

Institutional Evaluation

After a consultant has supplied the technical assistance requested, an appropriate city official will complete a questionnaire. The evaluation procedure will be a summary of these questionnaires and will be supplemented by the consultant's opinion and additional pertinent information. It is anticipated that some quantifications of the data will be possible. Municipal officials and employees have been asked to complete evaluation forms for research-type assistance rendered. About a third of these have been returned; without exception these have indicated that the need and desired services have been supplied on a timely and professional manner. These evaluation reports are on file in MTAS for inspection.

Here are comments from a sampling of the opinions of municipal officials. "As a result of the consultant's service we will be able to upgrade and maintain a higher caliber of municipal employee and thus accomplish more with the same number of people and hopefully less money. No other help was available to us on this matter within our ability to pay." "This information provided was most helpful in assisting the city commission in the decision making process. The cost to the City . . . would have been considerable if staff time had been assigned to obtaining this data." "The annexation Study . . . is concise and explicit and will prove invaluable to the Mayor and Board of Aldermen in determining whether or not this area should be annexed." "The assistance provided by MTAS was essential in getting our town government off to a good start." "Advice on this subject was not available locally. . . However, it will be helpful for years to come in planning future activities." "Without the service of the MTAS Consultant this work would have been expensive and difficult, if not impossible." "This service made the difference between a city budget which was anticipated to be in deep trouble within a year and a budget which was adequate to meet the financial need of the city. . . ."

State Agency Recommendation

From a review of the list of services rendered by MTAS through field visits, correspondence, and more extensive research-type assistance, it is evident that this Statewide program has been successful in attaining the stated program objective. MTAS, with its legislative fiat and Statewide competencies, is well qualified to provide the type of assistance to municipal officials envisioned in the Title I legislation. The State Agency recognizes the difficulty in evaluating the true effective impact that MTAS, with federal funding, has had on the solution of the problem stated in this proposal; in providing such technical assistance in a kind of "open-ended" way, without specific or clearly defined objectives that one can ever say are "met" at any point in time, it is difficult to ascertain if the problem is ever, or can ever be, "solved" by MTAS.

It would be helpful to the staff of the State Agency if, in the final evaluation of this program through November 30, 1968, MTAS could supply some good estimate or true measure of its effective impact as a result of Title I funding to date. Such an institutional evaluation could assist the State Agency and the State Advisory Council in a determination of whether or not to recommend Title I funding beyond that suggested for FY 1969 funding consideration. It is encouraging to note that the value of MTAS is continually recognized by the Tennessee General Assembly through its substantially increased appropriations for MTAS operations. It is hoped that the present level of operations can be maintained and increased when Title I funds are no longer available to MTAS.

FISCAL YEAR 1968 PROPOSAL NUMBER NINE

Program Identification

"Conferences on New Techniques in Urban Planning," conducted by the Center for Training and Career Development at The University of Tennessee by Mr. Walter L. Shouse, Director, Graduate School of Planning. Funding: federal--$1,665.31; non-federal--$1,665.32; total--$3,330.63. Cooperating agencies: Tennessee State Planning Commission, Memphis-Shelby County Planning Commission, Nashville-Davidson County Planning Commission, Chattanooga-Hamilton County Planning Commission, East Tennessee Economic Development District (Johnson City), and the Tennessee Valley Authority.

Statement of the Problem

Governmental units (both city and county) are increasingly aware of the need for planning. New planning efforts are being undertaken by city and county governments, and existing agencies are being strengthened by the addition of staff personnel. The newest and greatest recognition of the need for planning is evidenced by the creation of economic development districts on a multi-county and consequently on a multi-governmental unit basis. The economic development district reflects a desire on the part of city and county governments to undertake regional planning and development. New techniques in planning are being developed at a rapid rate. These new techniques include all areas of interest in the planning process from basic research to decision making to effectuation of plans. There is an unfortunate and, in terms of accomplishments, a costly time lapse between the development of the new technique and its utilization by the planning unit.

Program Objectives

The objectives of this proposal are: (1) to assist all governmental units and regional planning and development agencies to better utilize their planning staffs; (2) to aid in reducing the time lapse between the perfection of the new planning technique and its utilization by the various governmental units of planning in Tennessee; and (3) to introduce newly developed techniques in planning to the professional planners in Tennessee.

Program Activities

The program consisted of four two-day sessions held in each of the metropolitan areas of the State--Memphis, Nashville, Knoxville, and Chattanooga. The sessions dealt with planning activities, such as rezoning cases, traffic surveys, housing condition surveys, and other items that would be expected to appear with frequency on a planning commission agenda. The first session, held in Chattanooga on July 15-16, 1968, had 22 participants. The second session, held in Nashville on July 17-18, 1968, had 23 participants. The third session held in Memphis on July 19-20, 1968, had 21 participants. The fourth and final session, held in Knoxville on July 22-23, 1968, had 22 participants. These participants represented primarily members of various local planning commissions; Tennessee State Planning Commission; Nashville Housing Authority and the Nashville Model Cities program; Harland Bartholomew and Associates; and various employees of police and fire departments.

Each program was divided, as previously noted, into two sessions. The first session in each case consisted of a brief introduction by the Director of the Graduate School of Planning explaining the role of the school, the Center for Training and Career Development, and the State Agency for Title I in bringing the program to planners and planning commission members throughout the State. The program then proceeded with a taped session on how new low-cost portable video tape recording equipment could be used to aid in the planning process in cities and counties of all population sizes in the State. The taped session had been prepared after study of the possible use of video tape recording systems had been undertaken by faculty and graduate assistants in the Graduate School of Planning.

The First Session: This taped portion of the first session was narrated by a faculty member who, by the use of maps, charts, diagrams, and actual taped field examples, illustrated how video tape could be used to aid in the work of all planning staff and commissions. This portion of the session clearly showed that video tape could be used to get information to a planning staff and commission by a person speaking to and being seen by a group via tape. In addition, it clearly illustrated how maps, charts, projected photographs, and the like, could be easily shown to a large or small audience through the use of tape if adequate numbers of television receivers were available in the room where the presentation was being made. A serious handicap faced by all planning agencies is to get items on an agenda clearly presented to a large audience. It was illustrated that maps, charts, projected photographs, and the like, were easily picked up on video tape and, when shown on a receiver near the viewer, could be read or seen with greater ease than if the same material had been presented to the group by the conventional method of displaying it on easels, by charts attached to walls or display boards, or by photographs projected onto a central screen. It was demonstrated that the telescopic lens on both the portable and standard video tape camera could pick up even small details in the material presented and show it clearly via tape to a large group. It was also demonstrated during this first session how the video camera could be used as a closed circuit television system. As the invited guests arrived at the meeting, they were viewed by the video camera and viewed themselves approaching the camera and receiver. After the guests were seated they then watched others arrive on a second receiver. Following the closed circuit and the taped session, the graduate assistant, who was also the person responsible for the setting up and technical management of the program, briefly explained what pieces of equipment were used and their costs. A question and answer period followed with both the graduate assistant and the planning faculty member answering the questions. At the close of the first session the invited planning staff members were asked to prepare the second session program using video tape equipment.

The Second Session: The planning staffs in each of the metropolitan agencies accepted the invitation to draw up a program and utilize the tape equipment in its presentation. Each of the four staffs developed very different programs as now briefly described: (1) Memphis, through the use of two staff members, chose to show how video tape could be used to illustrate to a planning commission the pros and cons of a rezoning request involving a two block area of the city; (2) Nashville, through the use of two staff members, undertook a visual survey of the center of the city; (3) Knoxville, through the use of three staff members, undertook a housing condition survey in an area of poor housing; and (4) Chattanooga used three staff members to develop a twenty minute tape on various departments in city government and their relationship one to the other and to the citizens of the city. The second session consisted of showing the group how the staff members had chosen to use the tape and also what they had accomplished as amateurs in the use of the equipment. Thus, planners on a local staff with no previous experience had produced a taped program on a problem area of interest to the assembled group and had also shown that it could be done simply and with little technical direction. Following this second taped session, another question and answer period occurred.

Program Status

This program is being reported here fully since it has been completed. The records will be closed upon receipt and approval of the Final Financial Report.

Institutional Evaluation

The conference participants were enthused by the potential they saw in the utilization of video tape recording systems, which would permit them to do a better job primarily through the use of this new tool (to gather and record data quickly) and as a method of better communicating with the general public, especially with those who attend regular planning commission meetings and public hearings.

The first conference presentation was poorly executed. The taped portion of the first session was repetitious and overly long. We cut one-third of the time from this tape prior to the holding of the conference in the second metropolitan area. Following this cut, the presentation was much more effective. The presentation held and stimulated the interest of the conference participants.

The conference will have a "multiplier effect" as the equipment used calls for future demonstrations on how better to utilize it. Such utilization includes the better handling or development of expertise in the use of the equipment and in expanding the number of subjects which can be properly studied and presented via tape. The primary objective was to introduce newly developed techniques in planning to the professional planners in Tennessee. This objective was clearly achieved when 50 percent of all planners in the State attended the sessions. Another objective was to show governmental units and planning and development agencies how to better utilize their planning staff. A new technique was demonstrated that would allow for much better utilization of skilled and scarce manpower.

State Agency Recommendation

From a description of the program activities and the institutional evaluation, it would appear that the program objectives were substantially, though not entirely met. This program exemplifies the manner in which a university can assist professionals in utilizing new techniques. The State Agency staff would recommend to the State Advisory Council that the Graduate School of Planning be encouraged to accelerate the dissemination of specific information (recent innovations in communications and data collection technology in local planning operations) to professional planners throughout Tennessee. This proposal appeared to be practical and effective; it was valuable even though only 50 percent of all planners in Tennessee attended the sessions. Hopefully, the new Graduate School of Planning will continue to reach an increasing number of planners with subsequent Title I proposals.

FISCAL YEAR 1968 PROPOSAL NUMBER TEN

Program Identification

"Seminar on the Urban Uses of the New Technology," conducted at Southwestern at Memphis by Dr. Granville D. Davis, Dean of Continuing Education. Funding: federal--$5,000.00; non-federal--$7,808.01; total--$12,808.01. Cooperating Agency: Brookings Institute, Washington, D. C.

Statement of the Problem

All growing communities, especially those of the size of Memphis, are in need of discovering improved means of meeting the ever-increasing time demands in handling the usual and unusual problems of city administration. The problem is the need for increased intelligence in the management of urban affairs, and for increased leadership ability of public officials. The complexity of the urban system demands a wider understanding and use of the new technology on the part of those participants to determine the technological requirements of conditions confronting the urban and regional system and the development of receptive attitudes toward innovation.

Program Objective

The objective of this proposal is to inform the elected and appointed officials and the business, industrial, and professional leaders of Memphis and the Memphis area of the ways in which the new technology can be put to use in solving urban problems and the ways in which still newer technological methods can be developed as the need arises.

Program Activities

A total of four conferences were conducted at Southwestern at Memphis on November 30-December 1, 1967; February 8-9, 1968; May 9-10, 1968; and May 30-31, 1968. Each conference had approximately fifty-nine participants and ten observers. The third seminar had twelve special observers from the medical professions. These participants were members of the power structure of the Memphis area, including attorneys, corporate presidents and vice presidents, city and county boards and commissions, college and university staff members quarterly court members, and area mayors.

The first conference was on "Understanding Urbanization as Technological Process." The topics were: (1) experimental cities: the necessity for experimental attitudes and activities toward cities on the part of public and private enterprises; (2) the nature of the policy making process when focused on change: absence of the necessary policy structure to advance technological change or initiate technological break-throughs in the public and private sectors; (3) how private enterprise translated technological innovation into the market economy: the place for new ventures into the uses of technology by the public enterprise; and (4) an appraisal of the political power available to cities for the application of new technology and of systems approaches to urban problems: creating the capacity to respond to technological change with new educational and new manpower technologies.

The second conference was on "New Technologies for the New Urbanization." The topics were: (1) institutional sources of new urban science and technology: comparative contributions of government at all levels, universities, private corporations, research and development centers, foundations, and the like; (2) economic and political systems essential to the development of an advanced urban technology: increasing the standards of performance for urban systems in order to influence the utilization of new technologies; (3) the management of urban technology: problems of innovation in technology and the transfer of technology; and (4) financing the transfer of existing technologies or the development of a unique urban technology by private corporation: how the market sets the units of the technological thrusts of the civic corporation.

The third conference was on the "Impact of Technology upon the Regionalization of the Health Service System in the Mid-South." The topics were (1) the application of technology to health: issues of policy and organization; (2) impact of technology and automation upon health service systems: interrelation and interface between medicine and the machine; (3) present state of the technology in the design and construction of hospitals and in the delivery of health cure services: the application of new technologies to the development of a comprehensive health cure system; and (4) new technologies for the control of the environmental system of the Mid-South: technology to transform waste products into a resource rather than a liability.

The fourth conference considered "A Mid-South Manpower Policy in a Scientific and Technological Age." The topics were: (1) implications for manpower policy of transition from a natural to a manmade environmental system of technological roots of our manpower crisis; (2) impact of technology and automation upon the manpower problems of the Mid-South: evolution of employment opportunities through the technological transformation of the metropolitan Memphis urban system; (3) natural manpower policy within the southern cultural context: regional problems presented by the mechanization of agriculture in association with the technological lag among the cities of the south; and (4) a comprehensive manpower policy for the future Mid-South economy based upon science and technology: a local strategy for the systematic utilization of urbanization for human resources and development.

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

It can be stated that insofar as the emphasis was placed on the words "to inform elected and appointed officials and business and professional leaders," the objective was realized. With one exception, the participants in oral interviews and in writing have said that the speakers presented information and research data pertinent to the problems of the city and region with the result that all had a better understanding of the problems faced by the community. Yet this question remains: will they act upon their new information? Knowledge of theory and improved practice is pointless unless it is translated into action, and several participants felt that they were immobilized by a system that hinders innovation. It is still too soon to judge whether implementation will follow information.

The conference staff felt that each of the four conferences served a useful purpose and that, overall, the program was significantly helpful to the policy makers of Memphis and the Mid-South. Such comments as these are indicative of the general reaction as shown in the participant's questionnaires and interviews. "Directed thinking along new and untried lines." "These are wonderful conferences, well arranged, and should be of great benefit to our entire section of the Mid-South." "The conference findings will be difficult to adapt to local conditions without a general change in public thinking." "There is no question that the program is helpful in bringing new ideas to the region." "All we have to do is find more people willing to go out on a limb to initiate them (the new concepts introduced.)" "I think a great deal of matter that has been introduced at the conferences will find its way into city and county government policy in this community in the near future." "The conferences aimed at a community need not being met by any other agency or institution--the need for objective review of the processes of establishing public policy in Memphis."

State Agency Recommendation

From the list of topics, comments of the participants, and the site visit, it would appear that the conferences were successful to a major degree in attaining the program objective. The institution hit the crux of the matter when it questioned whether the participants would act upon this new information. Yet the State Agency feels it is valuable to provide these decision makers with information on new ways to approach urban problems. Southwestern at Memphis is performing a real community service for the Metropolitan Memphis area, and the State Agency staff would recommend that programs of this type be continued in the Memphis area, and that they be considered for other areas of the State. It is trusted that through a "multiplier effect," the assistance given to the participants will result in a better understanding and some solution to the community problems faced by Memphis and the Mid-South. It would be valuable if some estimate could be made to ascertain whether, as mentioned in the institutional evaluation, implementation followed information.

FISCAL YEAR 1968 PROPOSAL NUMBER ELEVEN

Program Identification

"Conference on Communication in Law Enforcement," conducted at Memphis State University by Dr. Charles H. Newton, Chairman, Department of Sociology. Funding: federal--$3,400.00; non-federal--$3,400.00; total--$6,800.00. Cooperating agencies: Memphis City Police Department, Memphis Juvenile Court, Shelby County Sheriff's Department, Tennessee State Highway Patrol, and Federal Bureau of Investigation.

Statement of the Problem

A major problem of government in general and of police work in particular is a lack of communication with the various groups composing the total community. A professional group tends to isolate itself through lack of communication with outside groups defined as non-professional. The close tie of the police with politics in the past has served as a means of communication with the voting public. This very limited channel of communication is inadequate in an urban community, as evidenced by racial tension, a disproportionate arrest status for various ethnic groups, riots, charges of police brutality, and the like.

Program Objectives

The objectives of this proposal are: (1) to maintain and establish improved channels of communication between the various groups in our urban society and the police; (2) to facilitate and promote better communication between the University and the student in the professional field of law enforcement; (3) to bring newer academic developments in the theory and research being pursued at the various academic institutions by presenting a dialogue between nationally recognized authorities and professionals.

Program Activities

This program consisted of a four-day conference held on May 22-25, 1968, at the Armour Center, a training center and substation for the Memphis City Police Department. It was attended by 585 participants from the following law enforcement agencies: Memphis Police Department; Shelby County Sheriff's Department; Memphis Juvenile Court; Shelby County Penal Farm; Tennessee Highway Patrol; Memphis Metropolitan Airport Police; Germantown Police Department; Millington Police Department; Millington Naval Air Station, Military Police; Nashville Police Department; Military Police, Ft. Campbell, Kentucky; St. Louis, Missouri, Police Department; Parole Board, Hernando, Mississippi; Senatobia, Mississippi, Police Department; Columbia, Tennessee, Police Department; Clarksville, Tennessee Police Department; and others. Invitations to attend the institute were issued to 13 persons from Knoxville, 14 persons from Nashville, 12 persons from Chattanooga, Chiefs of Police and their representatives from 11 smaller towns in Tennessee, and Chiefs of Police and Sheriffs from Arkansas and Mississippi with a hundred-mile radius of Memphis.

The first meeting of the conference, held on May 22, considered the following topics: (1) duties and responsibilities of the special assistant to the governor; (2) the government's effect on police-community relations; and (3) crime and civil disorder. The second meeting of the conference, held on May 23, discussed: (1) police liability; and (2) legal limitation of police practices. The third meeting, held on May 24, considered: (1) community reactions to police public relations program; (2) the interrelatedness of law enforcement; (3) police in the colored community; and (4) a woman's view of police-community relations. The fourth and final meeting, held on May 25, debated: (1) the policeman's image and community relations; (2) the policeman's image as seen from the frame of reference of the black nationalist; (3) the need for higher education in the improvement of the police officer's status; and (4) the police officer's advanced education and community relations.

Program Status

All activities in this program have been completed, except for publishing the proceedings. Upon the receipt and approval of a Final Financial Report, the records for this proposal can be closed.

Institutional Evaluation

Based on interviews with selected representatives of the attendees, it appears the following specific objectives of the program were accomplished (1) to maintain and establish improved channels of communication between the various groups in our urban society and the police, except for the lack of cooperation by the selected Negro panelists; (2) to facilitate and promote better communication between the university and the student in the professional field of law enforcement; and (3) to bring newer academic developments in theory and research being pursued at the various academic institutions by presenting a dialogue between nationally recognized authorities and professionals. The Negro panelists appeared to use the psychological defense of approach and avoidance. All invited Negro panelists cancelled out or failed to appear at the scheduled time. A follow-up investigation revealed that the possible reason why this phenomenon occurred was the difficult position in which our invitation placed the Negro representatives. They apparently felt obligated to accept the invitation, but an appearance at our institute could have placed their position of leadership with the Negro population in jeopardy.

On January 1, 1968, a conservative white administration took over the responsibility for governing Memphis. This has stimulated a movement toward two extreme positions in our community. The Negro leadership has become more militant, thereby threatening the accommodative leaders. The police department has been placed by the militant group in the position of a symbolic representative of the opposing force, the conservative white. Any cooperation by a Negro leader with the police at this time could result in retaliation reaction by the militant groups; therefore, the project staff received no cooperation from the Negro leaders. This would indicate that a program attempting to bring in Negro leaders in a dialogue with the police will fail until Negro leaders feel it is safe for them to participate or until they can set the terms of their involvement.

The polarity which emerged following the results of the November election of 1967 was further heightened by an extended garbage strike which primarily involved Negro employees, the emergence of activist Negro groups symbolized by a group of young militants known as the Invaders, daily marches on City Hall held by strikers and sympathizers, the introduction of Southern Christian Leadership Conference officials headed by Dr. Martin Luther King, Jr. into the situation, and the resulting murder of Dr. King in April 1968. The project staff were thus unable to obtain the cooperation of Negro leaders as panelists; and, further, even though the concerted effort was made to involve other Negro representatives in the community in the May conference, no appreciable response to invitations to attend was in evidence. The staff methodically invited representatives (by personal letter) from all of the major Negro organizations, Negro businesses, and Negro political alliances to no avail. It was felt that the situation in Memphis at the time of the conference was such that members in the Negro community were not interested in more talk. This was a time in which significant action was being called for and to a large extent accomplished through the emergence of numerous leisure time summer programs in which most of the community's leaders from all walks of life were involved.

As a result, those Negro representatives at the conference were primarily students at the local universities and Negro members of various law enforcement agencies. Practically no one else from the Negro community saw fit to attend. This was not something which could have been anticipated either in the initial proposal or in planning for the conference. Rather, it appears to be one of those unfortunate situations which social conditions and realities impose, and one with which we must learn to live. It is possible that the conference site itself served as a barrier to Negro participation, since it officially is a police training facility. While the facilities are exceptionally well suited for such meetings, it may be necessary to choose another site in the future in order to obrain participation on a wider scale.

As to the response from law enforcement personnel, this was, as in the past, quite good; and it was felt that a great amount of significant and contemporary information was made available to those in attendance. However, should the conference be put on again, it is felt that serious consideration should be given to shortening the conference to two days, since this would not impose such a heavy burden on the participants. As in the past, recordings were made of the sessions, and Memphis State University is currently in the final stages of preparing the proceedings of the conference for publication. These booklets will then be distributed to participants and to other interested persons throughout the State.

In summary, the project director felt that the principal objective of the conference, the improvement of communications between the law enforcement groups and other community sources, was largely a failure, since the staff were unable to get the desired participation; thus, an open dialogue concerning problems, understandings, and misunderstandings was not possible. It is probable that, through the news media and extensive coverage given the conference by the local television stations and newspapers, the conference reached a large part of the intended population; however, it would be necessarily restricted to those within that population who had taken advantage of the coverage which the news media offer. In terms of past conferences, the third law enforcement conference was very similar in its accomplishments. This in itself was in no way a mean achievement.

It was not deemed appropriate to use a structured questionnaire in the evaluation of this conference, since past experience has demonstrated all too clearly that those in attendance (upwards of 90 percent) have responded in a very favorable manner. To that extent, possibly this subjective analysis is a better index of the program's accomplishments and failures than that which could be obtained in any other way.

State Agency Recommendation

The State Agency looks forward to the publication and distribution of the final proceedings of this conference. The site visit of this program reinforced the impressions mentioned in the candid institutional evaluation. The psychological defense of approach and avoidance was regretfully evident. The difficult objective to maintain and establish improved channels of communication between the various (minority) groups in our urban society and the police still needs to be met, particularly if the Kerner report's one basic conclusion is true: "Our nation is moving toward two societies, one black, one white--separate and unequal." Memphis State University should be able, on its own, to finance any future law enforcement conferences without the use of Title I funds.

It is hoped that any future proposals submitted by the Department of Sociology at Memphis State University be structured around specific and identified real community problems in the area of human relations, the urban crisis, or improving channels of communication between the races in Memphis. These recurrent problems beg for innovative, comprehensive Title I proposals designed to aid in their solution by dedicated, forward-looking, and compassionate faculty members at almost all the colleges and universities in Tennessee. Every major urban area in Tennessee has an urban institution of higher education which should become really meaningfully involved and committed in its community to aid in the solution of identified community problems.

FISCAL YEAR 1968 PROPOSAL NUMBER TWELVE

Program Identification

"Arms Against Juvenile Crime: The Law, The Church, and The School," conducted by the Department of Conferences and Institutes at The University of Tennessee by Mr. Roy F. Center, Jr., Director, Department of Conferences and Institutes. Funding: federal--$1,000.00; non-federal--$1,110.51; total--$2,110.51. Cooperating agencies: Knoxville Police Department, Knox County Sheriff's Office, The University of Tennessee College of Law, Knoxville City and Knox County school systems, and the Knoxville Ministerial Association.

Statement of the Problem

Metropolitan Knoxville is in the midst of an alarming increase in misdemeanors and crimes by juveniles. The first eight months of 1967 show an increase of 300 juvenile arrests over the same period in 1966. The use of alcohol, crimes of larency, and glue sniffing have all increased significantly in 1967. It is felt that Metropolitan Knoxville must increase its community-wide delinquency prevention program. The key is the involvement of every person, group, organization, and agency at their own level. The average citizen, if he knew what to do, could assist the police in fighting juvenile delinquency. The police want to involve the churches and the schools in a well-organized program of fighting crime. In order to do this, the police need to meet with school guidance people, church workers, civic leaders, parent-teacher groups, and welfare workers face-to-face in order to show them the problem and how to discuss what can be done about it.

Program Objectives

The objectives of this program are: (1) to give approximately 125 church youth workers, ministers, school officials, guidance counselors, youth and family service workers, and civic leaders straight, clear facts about the scope, nature, growth, and impact of the problems of juvenile crime; (2) to teach definite practical procedures by which these average citizens can become involved in their own neighborhoods, churches, schools, social groups, and businesses to help the Knoxville Police Department prevent crime by juveniles; and (3) to inform the participants about the nature and consequences of recent U. S. Supreme Court decisions concerning the rights of juveniles in the courts.

Program Activities

The program consisted of a two-day conference conducted at The University of Tennessee on March 13-14, 1968. This conference had 213 participants in attendance, including church youth workers, ministers, school officials, guidance counselors, law enforcement officers, members of parent-teacher associations, welfare workers, juvenile court workers, and civic leaders. The topics included: (1) court decisions in the case of Gault in reference to juvenile affairs; (2)

the police officer's role in juvenile affairs; (3) the role of the church in juvenile affairs; (4) the role of the school in juvenile affairs; and (5) mobilization for action.

Program Status

This program has been completed and the records have been closed.

Institutional Evaluation

At the end of the conference, all registrants were given an evaluation sheet listing six questions relating to the program, its content, and the discussion leaders. Over 90 percent of those attending returned their evaluation sheets. The concensus of opinion was that the conference was inspirational, challenging, and informative. In the institutional evaluation of the program, it was found to be very stimulating and well received. So much of this type of program depends upon the discussion leaders; in this program they were all well prepared, well orientated to the overall theme, and were qualified to speak in the areas designated as their topic of concern. The role of the church could perhaps have been better presented by someone more interested in youth programs within the church and less evangelistically orientated. The physical facilities were excellent; the representation, outstanding; the program well presented; and, judging from the evaluations received from those in attendance, should result in general activities within the area intended to be affected. The participants' suggested emphasis for the future include the recommendation that such conferences should be held periodically, and that they should include more time for small group discussions on action procedures to channel the interest and enthusiasm generated by the conference into effective community action. Future institutes should be for a longer period of time, and there should be some community organizations pointed toward a "follow-up program." The institutions felt that this conference should be repeated.

State Agency Recommendation

From the list of topics, the site visit, the participant and institutional evaluations, it would appear that this conference was successful to a major degree in attaining the first and third program objectives; there is no indication that the second objective was achieved. (It may be impossible ultimately to evaluate citizen involvement in the prevention of crime by juveniles.) The State Agency feels that this was a valuable first step, effective and practical for the most part in its presentation. This program dealt with a significant problem of the urban areas in Tennessee. The State Agency staff would recommend to the State Advisory Council that a conference of this type be conducted in other areas of the State where institutions have the competency and faculty resources. It is further recommended that The University of Tennessee conduct follow-up sessions of this conference in an effort to crystalize effective community action.

FISCAL YEAR 1968 PROPOSAL NUMBER THIRTEEN

Program Identification

"Assisting Community Leaders in Developing Methods for Diagnosing Community Problems," conducted at Middle Tennessee State University by Dr. Thomas R. VanDervort, Associate Professor of Political Science. Funding: federal--$16,000.00; non-federal--$16,000.00; total--$32,000.00. Cooperating agencies: Tennessee Municipal League, Tennessee County Services Association, Office of Economic Opportunity Agencies in the region, Upper Duck Regional Planning Commission, Tennessee Planning Commission, community ministerial association, area chambers of commerce, and the League of Women Voters.

Statement of the Problem

As demonstrated in The Identification of Community Needs in Tennessee, there is a communications gap existing between governmental leaders and a lack of public support and participation. The communities in the Middle Tennessee area do not have adequate means of identifying social, economic, and political problems. This can be seen by requests from local officials for certain governmental services, such as city planning and stream pollution control, to be provided by the State when, in fact, such services are already there for the asking. There is evidence also that, within a given community, one action group may not know when another group is working in the same field or has collected information of a nature useful to the first group. There is also the problem of assisting community leaders in identifing communication networks (or the lack of them) in their communities, leadership patterns in the community, decision making processes utilized in community problem solving, and methods of removing blocks in the community problem solving process. The political machinery for both identification of problems affecting the community and for devising methods for their solution is out-dated and has not been changed to meet the needs of changing economic, social, and demographic patterns. Civic groups are generally unaware of their potential political influence in identification of community problems and particularly in the procedures to be used in urging community action to solve some of these problems.

Program Objectives

The objectives of this proposal are: (1) to strengthen communications between the various elements of communities in the Middle Tennessee area by aiding community leaders in identifying particular problems within their own communities; (2) to help them devise better methods of decision-making and community problem solving; and (3) to increase the knowledge of participants by exposing them to the experiences of neighboring communities and devising better methods of problem identification and problem solving.

Program Activities

As originally conceived, this program would involve the planning, initiation, and conducting of eight community leadership laboratories or conferences in Middle Tennessee; the program would consist of two phases. Phase One would consist of two pilot conferences, with adjustments and preparation of plans for Phase Two (to improve the techniques used to accomplish the objectives of the program.) Phase Two would consist of six conferences (using the improved methods resulting from Phase One). The second phase has been revised to limit the work to three counties in the immediate vicinity of Middle Tennessee State University.

This program began with a planning session in Murfreesboro on March 14, 1968. This session was attended by 31 participants, primarily key individuals from eight Tennessee counties: Rutherford, Wilson, Maury, Bedford, Coffee, Lincoln, Lawrence, and Franklin. The participants at the planning session were very enthused with the program and found it extremely enlightening. Many found the session helpful to them personally in improving their effectiveness as community leaders. Others could see that the community would benefit from improved communications and citizen involvement in governmental programs. Still others could see some application of group workshops in their own organizations, and many felt that greater participation in the planning of programs could lead to greater cooperation in their own organization. This was an opportunity to demonstrate the program and to gain the support of these several important individuals.

The first pilot conference was presented in Shelbyville on May 17-18, 1968. This session was attended by 18 participants, some of whom were in attendance at the first planning session. This seminar was entitled "The Politics of Participation" and was an example of the group dynamics approach. Conclusions reached from this meeting resulted in the fact that obviously the rather mundane local arrangements and attendance matters are as important as the conceptualization and planning process in this particular kind of effort. The staff learned a great deal from the initial effort, but it is doubtful that much impact was made on the Shelbyville community. There were not enough people present to provide an opportunity for a big impact. Nevertheless, the intention is to get an appraisal from at least several of those in attendance prior to the detailed planning for the next community meeting. The side benefits of the program are becoming more apparent. Many more people are now aware that MTSU is interested in working with communities in the area and will go to considerable lengths to do so. The staff is getting a much better grasp of community problems through listening to the extensive discussions at the sessions, and is becoming more confident in the use of exercises that were unknown to them prior to the development of this project.

The next community conference is scheduled for December 1968 in Lebanon. Work on this conference and a third one scheduled for early 1969 in Murfreesboro will continue during the fall semester.

Program Status

This program began on February 1, 1968, and will continue through June 30, 1969.

Institutional Evaluation

To date, only the first of this program has been evaluated, covering the activities through June 30, 1968. It was found that the program's effectiveness was greatest in the communities with which the director was most familiar. Organization of group sessions requires more intimate knowledge of the community than was originally conceived. The problems of improving communications and stimulating civic participation in the problem identification and problem solving process is a vast undertaking which cannot be substantially improved by one two-day session in the eight communities as originally conceived by this project. It was found that a variety of approaches can and should be used in the project. The group dynamics approach, the workshop approach, the training approach, and the research approach all offer important techniques which should be incorporated in the program.

It was found that, in the light of experience in the first phase of the program, the final activities should be limited to three counties in the immediate vicinity of the Middle Tennessee State University campus: Rutherford, Bedford, and Wilson counties, which were chosen because of proximity and similarity of problems. All three of these counties have experienced considerable population growth and industrialization. It was found that, in such areas, there is an increasing need for the stimulation of civic participation in the problem identification and problem solving process. Communities undergoing rapid urbanization and social and occupational change usually involve the development of new and acute problems with which the existing political structure is unable to cope. The need for expanded services to provide for the influx of the new population, the overcrowding of Negro residential areas, the need to develop new recreational facilities, the need for vocational training and adult education programs, etc., are some examples of problems related to rapid urbanization and industrialization.

These problems are typical in all three areas. However, it was recognized that considerable differences also exist between these communities. Shelbyville, in Bedford County, has been very successful in developing a climate of progress and development which is reflected in its general appearance and in the attitudes of its leadership group. Murfreesboro, in Rutherford County, is only beginning to bring its problems out into the open and will, it is felt, be responsive to efforts to stimulate civic participation. Lebanon, in Wilson County, resembles Murfreesboro in many respects and is also only beginning to recognize its problems and bring them out into open public debate. However, since Wilson County's growth is more recent (30 percent increase in population between 1960 and 1968), it is still somewhat behind Rutherford County in identifying its problems and moving toward solutions. It was felt that this program can help in stimulating public response and concern with the problems in that area. Contacts have been established in each of these areas and it is felt that more can be accomplished by working more extensively in these three counties. The broader initial attempt to cover eight counties would spread the effort of the project staff too thin and would involve fewer positive accomplishments.

The remainder of this program will be evaluated according to questionnaires administered to participants before and after sessions in order to determine attitudes toward community problems and changes that have taken place during the sessions. A staff evaluation report, making use of participant evaluation instruments and a discussion with consultants will be prepared.

State Agency Recommendation

While it is too early to expect a complete final evaluation of this program, particularly since the second phase had not been started by June 30, 1968, it is felt that a start has been made by Middle Tennessee State University to involve this institution in an action program to open channels of communication and to assist community leaders in developing methods for diagnosing (and eventually beginning to solve) community problems.

It is hoped that the final evaluation report, perhaps comprehensive enough to merit publication and wide distribution, can be used by Middle Tennessee State University and other Tennessee institutions of higher education in helping to assist community leaders all across the State as they strive to face and to alleviate the many identified community problems present in modern day America. It is further hoped that this proposal will be successful enough to secure meaningful progress in the three communities selected for intensive assistance by Middle Tennessee State University.

FISCAL YEAR 1968 PROPOSAL NUMBER FOURTEEN

Program Identification

"Development of Youth Opportunities Through a Program of Parent Education and Continuing Education for Workers with Youth," conducted at Lambuth College by Dr. Frank W. Welch, Assistant Professor and Director of the Office of Sociological Services. Funding: federal--$15,000.00; non-federal--$15,000.00; total--$30,000.00. Cooperating agencies: Chamber of Commerce Youth Encouragement Program, Child Welfare Council, Health, Welfare and Safety Council of Jackson-Madison County, Jackson Area Council on Alcoholism, Jackson Central Council of P.T.A., Jackson City school system, Jackson Housing Authority, Jackson Junion Chamber of Commerce, Jackson-Madison County Principals Association, Jackson Mental Health Association, Jackson Ministerial Association, Tennessee Department of Employment Security, Tennessee Department of Public Welfare, Tennessee Division of Vocational Rehabilitation, Young Men's Christian Association of Jackson, and Youth Town of Tennessee, Inc.

Statement of the Problem

Jackson is located in the center of West Tennessee. As has many other communities, Jackson has grown tremendously in the area of industrial development and manufacturing. The population, however, still depends upon the same institutional patterns which were adequate at the turn of the century. Divorce, desertion, and family breakdowns have exceeded the national average. Poverty is ever present. Housing and daycare centers are practically non-existent. Family service has not yet come to Jackson. No organization speaks for the family and its needs. Tennessee is one of the few states in the Southeast which does not have such an organization to coordinate and promote better family living. Little planning for family welfare, either psychological or sociological, has been undertaken. The youth of this community bear the unjust results of this situation. The school dropout, the deserving but poor, the sexual deviant, the rioter, the incompetent, and the unadjusted worker are most often the product of instability in the home. Professionals in many areas concerned with family life have no means of working together and of sharing their mutual needs and problems.

Problem Objectives

The objectives of this proposal are: (1) to develop an awareness of the importance of the family in the development of healthy personalities; (2) to provide learning opportunities for parents who desire to improve the quality of their home life; (3) to provide opportunities for continued learning for professionals who work with youth and families; (4) to provide a ready resource for agencies and persons in the community who need consulting and counseling services in the areas of the family and of working with youth; and (5) to develop a general public awareness thoughout the State of family needs and current changes in the family life style.

Program Activities

Lambuth College proposes a community service and continuing education program which will attempt to help youth develop by education for meaningful personal, family and community living. Lambuth proposes to do this by means of adult offerings for 1,000 participants in the area of home life, continuing education for professionals working with youth and families, and counseling services to parents and youth who desire help in meeting the problems and decisions of life. On June 14-15, 1968, a workshop on the family for caseworkers in the Department of Public Welfare throughout West Tennessee was held. The project director served as consultant with eight organizations; these consultations lasted from one-hour to a full-day session. On September 3-4, 1968; and on September 5-6, 1968, the same workshop was again held, but it involved different participants. A total of 85 participants were involved in these three workshops, including social workers, teachers, ministers, physicians, guidance counselors, government workers, and laymen.

The remainder of the program will consist of four facets. The first will be four one-day family service conferences for professionals and laymen in Jackson, tentatively scheduled in November 1968 (developing youth opportunity through a family life program), February 1969, June 1969, and October 1969, facing family crisis, emerging family patterns of black America, working with families of alcoholics, and sex education for responsible living; these conferences will provide contacts which may help to promote inter-agency cooperation and coordination in the area of family and youth work. The second facet will consist of these two additional workshops for professionals in Jackson: on counseling techniques, two days in October 1968; and teaching family relations, forty hours (ten days) in June 1969.

The third facet will consist of five non-credit adult education seminars on family life in Jackson during the 1968-1969 academic year, each consisting of ten weekly meetings of from two to three hours in length; topics of these seminars will include working with families through the public schools, child development for parents, clothing the family, preparation for marriage, and family finance. The final facet will be the organization of a Tennessee council on family relations and conducting a three-day Statewide conference for this group in November 1968. The goal of this professional conference would be the development of a permanent organization in Tennessee. (These and other activities will be listed in the next annual progress and evaluation report.)

Program Status

Although this program was approved on January 19, 1968, and will be completed by December 1, 1969, the first activities were not scheduled to begin until after June 1, 1968.

Institutional Evaluation

The evaluation procedures to be used in this program will include: participant evaluation, evaluation by the professionals involved, and evaluation by the project director. Pre- and post-tests will be given to participants to determine some of the attitude changes which occur. Depth studies will also be conducted. (No evaluation report was submitted for the activity completed by June 30, 1968.)

State Agency Recommendation

It is obviously too early for the State Agency staff to form an opinion on this new program, which appears to be directed toward aiding in the solution of an identified community problem in Jackson-Madison County. It is expected that a full, comprehensive final evaluation will give an appraisal of the progress which this proposal has made toward the attainment of its stated objectives. It is trusted that the final institutional and participant evaluation, utilizing the evaluation procedures listed above, will give some good, useful measure of the effectiveness and impact this proposal has had in meeting the stated program objectives. Perhaps a well-written, succinct publication, available for wide distribution across the State, could document the gains made by Lambuth College in the development of youth opportunities through a program of parent education and continuing education for workers with youth. The State Agency could then make some informed assessment of the value of this prototype Title I proposal and could make a recommendation whether a program of this type should be considered for other areas of Tennessee.

FISCAL YEAR 1968 PROPOSAL NUMBER FIFTEEN

Program Identification

"Teaching Communication Skills: A Seminar for Teachers and Habilitationists of Economically-Deprived Children," conducted by the Hearing and Speech Center at The University of Tennessee by Dr. Sol Adler, Director of U-T Hospital Hearing and Speech Clinic. Funding: federal--$561.89; non-federal--$561.90; total--$1,123.79. Cooperating agencies: Knoxville City and Knox County school systems.

Statement of the Problem

Much research and documentation have emerged regarding the inefficient communication skills of the economically-deprived child, such as: (1) receptive problems in reading and aural comprehension; and (2) expressive problems in graphic and oral abilities as manifested generally in retarded phonemic, morphemic, syntactic, and sematic skills. Similarly, the literature is replete with approaches designed to ameliorate/prevent these "deficits" through different teaching and/or therapeutic methods and techniques. There is a significant lack of intellectual understanding regarding the special teaching techniques that might be utilized to teach language skills more effectively. There is a need among teachers and diversified habilitationists in the Metropolitan Knoxville area for the latest ideas, methods, and techniques in teaching communication skills to the economically-deprived children.

Program Objectives

The objectives of this proposal are: (1) to enhance and update teaching/habilitative skills of those personnel involved in teaching/treating communication skills/defects to economically-deprived children; and (2) to help them understand better and thus teach/treat more effectively the aural comprehension problem, the reading comprehension problem, and the expressive problem (i.e., writing and speaking) of the economically-deprived child.

Program Activities

This program consisted of a five-day seminar conducted at The University of Tennessee on August 19-23, 1968. There were forty-two registered participants in the program, including preschool teachers, elementary teachers, speech therapists, and teacher aides. In addition, there were 13-18 observers for each session during the week. Each day the seminar began with a two-hour presentation by a different guest lecturer. This was followed by an evaluation and critique conducted by a panel of local discussants. Then the day was concluded by an audience, discussant, and speaker interaction. The daily topics were: (1) language skills in the preschool child; (2) the effects of intensive language perceptual teaching in facilitating cognitive development of preschool economically-deprived children; (3) developing language in the economically-deprived child; (4) psycho-linguistic orientation to the language arts curriculum for economically-deprived children; and (5) teaching talking to children and talking teaching to mothers.

Program Status

Although this program was conducted after June 30, 1968, it is being reported here fully since it has been completed. The records will be closed upon the receipt and approval of the Final Financial Report.

Institutional Evaluation

At the conclusion of the five-day seminar, questionnaires were given to the participants, the different speakers, and the discussants. These three groups were asked six questions relevant to their roles in the seminar series. An analysis of the questionnaires completed by the participants leaves no doubt that the objectives were achieved; that all members of the audience enjoyed and profited from the information presented; and that the format of the program allowed for maximal appreciation of the subject matter. Here are comments from two participants, chosen at random. "In my opinion all the speakers' presentations and their subject matter had significant value, and the broad spectrum of philosophies exposed us to a variety of possibilities. . . . I believe that my knowledge, and certainly my understanding of implications of knowledge I already had, has been enhanced by this seminar." "This has been a tremendously valuable seminar. All the speakers had material to present that was useful and interesting. The discussants helped to brief the presentations down to a layman's level." An evaluation by a guest speaker had this comment. "The educational value of the institute was great, if the participants continue to show the kind of interest and motivation demonstrated during my visit. . . . That my presentation, and subsequent interaction with the participants, enhanced their understanding of the communication problems of the disadvantaged is obvious." This similar position was noted on the questionnaires completed by the discussants and speakers. In summary, the project director felt it was a very successful program.

State Agency Recommendation

From a review of the topics of this seminar, the participant and institutional evaluations, and the site visit by the State Agency staff, it appears that this program was successful in attaining the second program objective. It appears doubtful that the first objective was realistic inasmuch as the exposure to new ideas through this type program might be too limited for any real assimilation into existing skills. It would be valuable if some estimate could be made to ascertain whether the information given to the participants would result in some solution to the identified community problem and whether implementation followed information. The State Agency feels that this was a worthwhile proposal and would encourage a more comprehensive approach to this problem in Tennessee where institutions have the interest and competency to conduct such proposals.

FISCAL YEAR 1968 PROPOSAL NUMBER SIXTEEN

Program Identification

"Seminars on Uniform Accounting and Financial Reporting for Voluntary Health and Welfare Organizations," conducted by the Division of University Extension (Nashville Center) at The University of Tennessee by Mr. J. B. Woods, Coordinator of Special Programs. Funding: federal--$686.65; non-federal--$686.65; total--$1,373.30. Cooperating agencies: Nashville-Davidson County voluntary health and welfare agencies which are members of the United Givers Fund of that area; the Education Committee of the Nashville Area Chamber of Commerce; and the Council of Community Services.

Statement of the Problem

The National Health Council, the National Social Welfare Assembly, and a large majority of all health and welfare agencies in the United States have adopted a completely new system of bookkeeping and financial reporting. All such agencies affiliated with the United Givers Fund must begin to use this system in 1968. There is, therefore, an immediate need to train present workers in the use of the system by teaching the new procedures to executive staff, bookkeepers, and volunteer personnel of the forty-three private health and welfare agencies affiliated with the United Givers Fund in Middle Tennessee.

Program Objectives

The objectives of this proposal are: (1) to teach nationally-adopted and recommended accounting and financial reporting standards to approximately 75 personnel of voluntary health and welfare agencies in Davidson County and surrounding counties; and (2) to give supplementary instruction to assist participating agencies in implementing these standards in their own accounting and reporting systems.

Program Activities

This seminar was conducted by the Nashville Center of The University of Tennessee for three-hour sessions on five fixed Tuesdays between April 30 and May 28, 1968. This seminar series was attended by 65 registered participants, composed primarily of members of various Nashville-Davidson County voluntary health and welfare agencies. The first seminar, held on April 30, 1968, was designed as an introduction course. It involved: (1) some basic accounting data; (2) elements of a good accounting system; (3) conventional versus new statements; (4) a brief discussion of records which should be maintained; (5) a new chart of accounts; (6) the standards; (7) fund accounting; and (8) questions from the group. The second seminar, held on May 7, 1968, discussed "Functional Accounting and Budgeting." This consisted of: (1) four primary expenditure classifications for all agencies; (2) revenues and support; (3) items not considered as revenue; (4) functional expenditures; (5) recording disbursements to facilitate accumulation of functional data; (6) time reports (7) functionalizing multi-function expenditures; and (8) questions from the group.

The third seminar, held on May 14, 1968, was entitled: "Accounting for Land, Building and Equipment." This included: (1) depreciation and the "standards"; (2) property records; (3) donated services; (4) donated assets; (5) budget preparation; (6) "responsibility" accounting; (7) using monthly reports; (8) practical exercises recording donated assets and using "Land, Buildings, and Equipment Funds"; and (9) questions from the group. The fourth seminar, held on May 21, 1968, concerned "Recording Cash Receipts and Disbursements to Facilitate Functional Reporting and Posting to the General Ledger." This consisted of: (1) recording year-end accounts payable; (2) illustration of year-end allocations for recording purposes; (3) special gifts; (4) distributions of summary problems and commencement of preparation of a summary of financial activities; (5) an analysis of functional expenditures; (6) balance sheets; and (7) questions from the group. The fifth and final seminar was held on May 28, 1968, and was entitled, "Completion of Comprehensive Problem and Discussion of Solution." This contained: (1) method of converting to new standards gradually with minimum difficulty; (2) problem areas of conversation; and (3) review and discussion of seminars.

Program Status

This program is being reported here fully since it has been completed. The records will be closed upon receipt and approval of the Final Financial Report.

Institutional Evaluation

The program was designed to familiarize voluntary health and welfare agencies with a new concept in accounting and to assist them in adopting the new and nationally uniform standards of financial accounting and reporting, which will make their financial statements more helpful to the management of the agencies and more informative to the public and to regulatory agencies. Accounting for voluntary health and welfare agencies is often left to volunteer workers or part-time assistants. As such, the records have had a tremendous variation in form and content. To alleviate the problem, the National Health Council and National Social Welfare Assembly commissioned a study which resulted in publication of the book, Standards of Accounting and Financial Reporting for Voluntary Health and Welfare Organizations. This book, published in late 1964, contains excellent material; but because of its general nature, it cannot cover the specific problem of how an agency can convert to the radically different standards. This program was designed to bring together the various people involved in the accounting program of agencies; the program did not only explain the new standards, but faced the day-to-day problems created by the standards for bookkeepers (as well as for the executive directors and boards) and was designed to come up with solutions which would help the agencies to be able to adopt the uniform standards.

An integral part of the program was to discuss fully the standards and statements prepared on the new basis. To convert to the standards, more comprehensive accounting records must be maintained. Each of the basic records to be used was fully discussed and, where applicable, student preparation of abbreviated records was accomplished. The student participation in classroom discussion was much greater than anticipated, and they certainly highlighted problems to be faced by agencies in using the standards. It is believed that the problems discussed were satisfactorily solved in favor of adoption of the new standards. The program, in summary, consisted of explanation and discussion of the standards, basic accounting necessary to adopt the standards, use of new forms and schedules which would be necessary to convert to the standards, financial statement presentation, and budget administration.

It was felt that the course met its stated objectives as well as could be expected. This was a concentrated short course in uniform accounting that helped about 50 percent of the agencies immediately and will help the others when they install the new system. However, some agencies will need individual help due to the bookkeepers' lack of knowledge of the double entry system of accounting. It was felt that more time should have been given to the course. There was excellent instruction and there was a recommendation that the course be offered in other cities that could profit by it. Next year a follow-up course should be offered to perfect the system after the agencies have had some experience.

State Agency Recommendation

This program demonstrated how a Title I proposal could be developed successfully after participant involvement in the planning. The Executive Director of the United Givers Fund in Nashville, after discerning the need for such a program, made the request for the program and was instrumental in insuring excellent participation. From an appraisal of the institutional evaluation and the outline of the activities, it would appear that the program was successful to a major degree in attaining the stated program objectives. The State Agency staff would recommend that the format and materials utilized in these seminars be assembled and be made available where there is a need for a similar program elsewhere in Tennessee. Once these materials have been assembled and made available elsewhere, these seminars could easily be conducted in other areas of Tennessee without Title I funds.

FISCAL YEAR 1968 PROPOSAL NUMBER SEVENTEEN

Program Identification

"Community Education for Model Cities," conducted by Vanderbilt University in consortium with Fisk University, George Peabody College for Teachers, Meharry Medical College, and Tennessee Agricultural and Industrial State University by Mr. Parker L. Coddington, Director of the Office of External Affairs. Funding: federal--$2,253.00; non-federal--$2,253.00; total--$4,506.00.

Statement of the Problem

Nashville has been designated a Model City and has received a planning grant for the development of a Model Cities project in the North Nashville area, a particularly impoverished section of the city and one in which under-education, functional illiteracy, and lack of marketable occupational skills occur in proportions far greater than elsewhere in Nashville. As a part of the Model Cities project "the community intends to take a new and extended look at its schools, along with a protracted view of its political and service structure of this (North Nashville) area." The North Nashville schools "can be expected to operate as an entity of government and to help give social direction, but they also have the obligation to be a cooperating and contributing factor of the total community action." There is a need to give initial impetus to this plan of involving the schools and, with and through them, the residents of the Model Cities area in a program of action-oriented education and training, and to help guarantee involvement of these area residents at this initial stage. Thus there is a need to provide the Model Nashville Citizens Council, community leaders, and area residents with complete information on the concept of community schools.

Program Objectives

The objectives of this proposal are: (1) to bring together representatives of agencies, institutions, and groups concerned with the improvement of conditions in the model neighborhood area of Nashville and to focus attention to the role of the public school as a community service agency; (2) to involve approximately 70 participants, including representatives of institutions of higher learning, Model Cities and Metropolitan Government, and local citizens (such as students and public school administrators and teachers), to develop new strategies for the civic improvement process; and (3) to develop a rather detailed plan for the establishment and conduct of some form of a community schools program for the Model Cities area.

Program Activities

This program will be a three day workshop at Washington Junior High School in Nashville on October 29-31, 1968. This workshop will be primarily concerned with: (1) concepts and function of the community school; (2) community school reorganization; and (3) the community school idea in Nashville. A symposium on the third day will stress the implications of the community school idea for

Nashville; sufficiently complete and detailed information on the Flint, Michigan, community schools (Mott) program will be left in the hands of the participants to allow them successfully to complete the process of adapting this program to North Nashville requirements. Follow-through activities will include two or three additional meetings in November and December 1968 to seek to ask the Model Cities task force to recommend that a community education program be included as a component of the Five-Year Model Cities Plan for Nashville.

Program Status

This new program was approved on June 25, 1968, and will be completed by June 30, 1969.

Institutional Evaluation

Evaluation procedures for this proposal will be framed around the entire planning-workshop-product schedule described in the proposal, including; (1) careful staff documentation of the steps taken by the planning committee, the obstacles that arise, and the measures taken to involve representatives of the participating groups; (2) staff reporting of workshop participation and the representativeness and effectiveness of the group in terms of the intentions specified as the objectives; and (3) staff evaluation of the (product) plan which the participants produce for the establishment and conduct of a community schools program in the Model Cities area of Nashville (to be included in the final report).

State Agency Recommendation

This program has just been approved for funding and will attempt to assist in the solution of an identified problem in the establishment of some form of a community schools program for the Model Cities area. It is trusted that, with the assistance of representatives from the Mott program of Flint, Michigan, the residents of this North Nashville area can develop a plan for the establishment and conduct of a community schools program for the Model Cities area. Hopefully, the final evaluation will delineate the progress made in accomplishing this goal.

FISCAL YEAR 1968 PROPOSAL NUMBER EIGHTEEN

Program Identification

"Tennessee Government and Higher Education: A Conference on Facing Community Problems," conducted by the Division of University Extension at The University of Tennessee by Dr. Kenneth D. Wright, Assistant Dean, Division of University Extension. Funding: federal--$3,000.00; non-federal--$3,000.00; total--$6,000.00. Cooperating agencies and institutions: Office of Urban and Federal Affairs; Office of Local Government; three or four State departments, such as Welfare, Health, Education, and Planning Commission; Tennessee Municipal League; Tennessee County Services Association; and ten or more public and private colleges and universities, including Austin Peay State University; East Tennessee State University, Memphis State University, Middle Tennessee State University, Tennessee A. & I. State University, Tennessee Technological University, Southwestern at Memphis, Vanderbilt University, the University of Chattanooga, and other divisions of The University of Tennessee.

Statement of the Problem

Colleges and universities lack adequate channels of communications with community leaders and officials to identify community problem areas and to propose suitable programs by institutions of higher education in the area of community development. The combined resources of government and higher education have not been sufficiently coordinated on a comprehensive basis to aid in the solution of community problems in Tennessee. There is a need for conversation between experienced educators of adults from Tennessee colleges and universities and experienced State government officials from departments which work with the communities.

Program Objectives

The objectives of this proposal are: (1) to get experienced educators of adults in institutions of higher education and State leaders together to explore ways to help each other on community problems; (2) to open channels of communication whereby community leaders can call upon higher education in Tennessee in determining what to ask for, how to work together to identify needs, and how to work together to plan and carry out some definite, concrete action; and (3) to encourage both groups to converse, think, and act together on such things as university consultation services, technical services to cities, mass media efforts to reach people, conferences in the community to do the job of planning, task forces from the universities to help communities organize programs of action, and any other appropriate educational services that a college or university can offer a community, a region, or the State.

Program Activities

This program will consist of these four phases: (1) June 25, 1968, to August 31, 1968--correspondence and personal visits to State governmental officials and a blue-ribbon panel of adult educators in Tennessee higher education for planning sessions; (2) September 1, 1968, to March 31, 1969--printing announcements and gathering and assembling materials for participant kits; (3) after April 1, 1969--the two day conference in Nashville; and May 1, 1969, to June 30, 1969--mailing and tabulating questionnaires, and preparing the final report.

Program Status

This new program was approved on June 25, 1968, and will be completed July 30, 1969.

Institutional Evaluation

The conference will be tape-recorded throughout, and a written digest will be sent to all participants shortly after the conference. With this digest will go a questionnaire with a request that they fill it out carefully for a fairly deep evaluation of the conference. In addition, all resource persons will be asked to write a detailed commentary on the values, organization, realization of goals, and possible future value of the conference. One of the most effective criterion for evaluation will be whether or not anything comes of the meeting in the way of State use of educational resources for community action.

State Agency Recommendation

This program has just been approved for funding and will attempt to aid in the solution of a major problem in Tennessee: the coordination of the combined resources of government and higher education in facing community problems. It is trusted that this initial venture will truly open channels of communication with community leaders and officials to identify community problem areas and will result in suitable programs by institutions of higher education in the area of community development. Hopefully, the final evaluation will assess whether or not anything does result in the way of State use of educational resources for community action.

STATE OF TENNESSEE: TITLE I OF THE HIGHER EDUCATION ACT OF 1965

COMPLETED PROGRAMS*

PROPOSAL NUMBER	INSTITUTION	TITLE	FUNDS		
			FEDERAL	MATCHING	TOTAL
FY 1966 Four	Knoxville College	Developing Skills of Community Leadership	$ 5,250.00	$ 1,750.00	$7,000.00
FY 1966 Five	LeMoyne-Owen College	Race Relations Conference	1,518.77	506.26	2,025.03
FY 1966 Six	The University of Tennessee, College of Home Economics	Extensive Work with Low-Income Families	7,500.00	2,559.54	10,059.54
FY 1966 Nine	Memphis State University	Establishment of Institute of Urban Development	5,437.50	2,054.43	7,491.93
FY 1966 Ten	East Tennessee State University	Economic Development Program for Tri-State Area	1,072.89	357.63	1,430.52
FY 1966 Eleven	Tennessee Technological University	Engineering Counseling and Advisory Service	3,293.23	1,097.74	4,390.97
FY 1966 Fourteen	Lambuth College	Family Services Bureau Development	5,499.75	1,833.25	7,333.00
FY 1966 Fifteen	Meharry Medical College	Institute on Pharmacological Therapeutic Alternatives	4,657.50	1,552.50	6,210.00
FY 1966 Nineteen	The University of Tennessee, Municipal Technical Advisory Service	Activation of Field Staff for Assisting Municipalities in Solving Urban and Suburban Problems	18,750.00	6,250.00	25,000.00
FY 1966 Twenty	Southwestern at Memphis	Seminar on Local Government	2,250.00	1,070.54	3,320.54
FY 1966 Twenty-One	Memphis State University	Expansion of Law Enforcement Program for Municipal, County, and State Officials	5,250.00	2,134.32	7,384.32
FY 1967 Three	Southwestern at Memphis	Seminar on Local Government	7,694.05	2,564.69	10,258.74
FY 1967 Four	Memphis State University	Law Enforcement Institute for Municipal, County, and State Officials	7,467.94	2,489.31	9,957.25

*These programs were fully reported in the Progress and Evaluation Report presented to the State Advisory Council on August 3, 1967. No mention of these thirteen proposals will ever again be made in subsequent reports to the Council.

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